

Answers

1 alike 2 while 3 similarity 4 whereas
5 point of difference 6 In contrast 7 in that 8 unlike

D

- Put the students in pairs and have them decide which partner will describe which set of photos. Then give them time individually to make some notes comparing and contrasting the photos.
- When they have prepared, have the students take turns comparing and contrasting their set of photos, using the new vocabulary. Ask the students to take notes on their partner's points as they listen.
- To conclude, call on individual students to use their notes to report to the class on the points of comparison their partner gave.

▶ Workbook p. 65, Section 3

Grammar: connectors of addition / cause and effect (p. 133)

A

- Have the students look at the photo and say whether they think it has been changed or edited in any way.
- Have the students scan the text for unknown words. Answer any questions about unfamiliar vocabulary.
- Give the students time to read the two opinions. Ask them to think about which one they agree with and why. Encourage them to make some notes.
- Elicit responses from several students. Lead a brief class discussion about the common places where edited images are used, e.g. advertising, fashion magazines, on celebrities' websites, etc and the possible effects of this type of picture editing, in particular on young people's attitudes to and expectations about appearance.

NOTICE!

- Direct the students' attention to the **Notice!** box.
- Have the students look through the text and locate the bold words and phrases. Ask them to think about the purpose of each bold word or phrase.
- Have the students match the words/phrases that have similar meanings. **Highlight** that while *result* and *consequence* are interchangeable, *result* can refer to any effect and *consequence* often refers to a negative effect.
- Have them compare answers in pairs before checking the answers with the class.

Answers

Moreover, besides that, furthermore and *in addition* to have similar meanings.
Because of, so, due to, as a result and *as a consequence* also all have similar meanings.

B

Form

- Have the students read the opinions again, paying attention to the words in bold.
- Ask the students to complete the table with the words in bold, referring to the opinions to decide the purpose of each word or phrase.
- Check the answers with the class.
- Highlight** that some of the connectors in each set must be followed by a comma when they come at the beginning of a sentence. Elicit which ones take a comma (*Also, Moreover, Besides that, Furthermore, As a result, As a consequence, Therefore*).
- Explain that with connectors of cause and effect, the form changes when *of* is used (I didn't study. *As a result*, I failed my exams. / *As a result of not studying*, I failed my exams.).

Answers

connectors of addition: *moreover, besides that, furthermore, in addition to*
connectors of cause and effect: *because of, so, due to, as a result, as a consequence*

Function

- Have the students read the two rules and decide which one refers to connectors of addition and which to connectors of cause/effect. Have them choose the correct options.
- Elicit the answers from the class and ask the students to support them with examples from the text in Ex. A.
- Highlight** that some of the connectors in each set are more formal than others. Elicit which ones are typically reserved for more formal situations (*moreover, furthermore, in addition to, as a consequence, therefore*).

Answers

1 addition 2 cause and effect

C

- Direct the students' attention to the **What's right?** box. Elicit that the first sentence is incorrect since *because* is followed by a noun phrase and so *of* is necessary.
- Go over the task with the students. Make sure they understand that they should use the phrases given and add additional words if necessary to rewrite the two sentences as one. They should rewrite each pair in two different ways.
- Give the students time to rewrite the sentences.
- Have the students compare their answers in pairs. Then check the answers with the class.

Answers

- Because of the fact that they cannot live up to the ideal they see in images, many people get depressed.
- As a result of not being able to live up to the ideal they see in images, many people get depressed.
- Models are made to appear more beautiful and, besides that, they are often made to appear thinner.
- Models are made to appear more beautiful and, furthermore, they are often made to appear thinner.

Extra: grammar practice

Add the following two pairs of sentences as an extension to Ex. C.

- 1 Many people cannot live up to the ideal they see in images. They get depressed. (*and, so*)
- 2 Models are made to appear more beautiful. They are often also made to appear thinner. (*in addition, being made*)

Answers

- 1 Many people cannot live up to the ideal they see in images and so they get depressed.
- 2 Models are made to appear more beautiful and, in addition, they are being made to appear thinner.

D

- Have the students read the questions and think about their responses.
- Put the students in pairs to discuss the questions. Remind them to use connectors of addition and of cause and effect, and to support their opinions with details, examples and reasons.

▶ Workbook p. 66, Section 4

Reading: understanding text organisation (p. 134, p. 110)

Lead-in

Remind the students that they practised understanding text organisation on p. 110. Give the students time to read the information in the skills panel. Lead a brief class discussion to elicit how understanding the function of sentences can help the students understand a text better (to help them find important information in a text more easily and quickly, to be able to separate main ideas and details, facts vs. opinions, etc).

To lead into the article, ask the students to explain in their own words what a *selfie* is (a photo of yourself taken by you with a digital camera and often uploaded to a social networking site). Elicit some of the reasons why people take selfies and call on a few individual students to share their opinions about the practice of taking selfies and posting them online.

Direct the students' attention to the two photos and call on an individual student to describe the difference. Elicit some of the possible reasons why people took selfies in the past and why they do so today.

Culture note

Recent reports suggest that more than 17 million selfies are uploaded onto social-networking sites each week. At the Oscars ceremony in 2014, Ellen DeGeneres, Bradley Cooper and other film stars tweeted a selfie at the awards ceremony which was retweeted over two million times.

The selfie is now a significant trend that celebrities, presidents and even the pope have joined.

A

- Ask the students to read the article, paying attention to the author's views on selfies. Ask them to think about whether they agree or disagree with the author's views.
- Put the students in pairs to summarise the main points of the article and the author's views. Ideas that they might have are that the author feels that selfies are basically harmless and pointless, and people often use them just to get attention and show how glamorous and exciting their lives are; the author says that selfies have been around since the advent of photography and disagrees with sociologists' notion that they are fuelling people's obsession with looks.
- Elicit responses from several students and ask volunteers to support their ideas with reasons and examples. Encourage the rest of the class to ask questions and share their own opinions.

Possible answers

The author feels that selfies are basically harmless and pointless, and people often use them just to get attention and show how glamorous and exciting their lives are. The author says that selfies have been around since the advent of photography, and disagrees with sociologists' notion that they are fuelling people's obsession with looks.

B

- Give the students time to read the five functions.
- Have them read the article again and match the underlined sentences with the functions. Encourage them to circle any words or phrases in the text that helped them decide the answers.
- Elicit the answers from the class, asking volunteers to explain their choices.

Answers

1 b 2 a 3 e 4 d 5 c

Alternative

Have the students complete the exercise in pairs, talking about their choices as they work and explaining how they know a sentence serves a particular function.

Extra: expansion

With the class, analyse the whole text and discuss the functions of some of the other sentences. For example, the first sentence in paragraph 1 introduces the overall topic of the article. The second sentence presents information that supports or strengthens the first sentence.

C

- Give the students time to read the multiple-choice questions.
- Have them choose the answers. Encourage them to circle the information in the text that helped them decide the answers.
- Call on individual students to tell you the answers and where they found the information in the text.

Answers

1 c 2 a 3 c

D

- Give the students time to read the questions and think about their responses.
- Put the students in pairs to discuss the questions. Encourage them to support their responses with details, reasons and examples.
- When the pairs finish their discussions, go over the questions with the class and elicit a few responses to each one.

▶ Workbook p. 64, Section 1

Pronunciation: stress timing (p. 135)

A 2.26

- See the Student's Book for the **audioscript**.
- Have the students read the instructions and the quotations silently.
- Play the audio once and have the students listen. Remind them to focus on the regular rhythm of the underlined words. **Highlight** that the stressed words are content words – mostly nouns and main verbs that carry the main meaning of the sentence.

B 2.27

- See the Student's Book for the **audioscript**.
- Have the students practise saying the quotations individually, focusing on the correct stress timing.
- Ask for volunteers to say the quotations aloud for the class.
- Play the audio and have the students check their pronunciation.

Extra: quote me

Have the students work in pairs to create their own photography-related quotations. Give them the following sentence stems:

The secret to taking a good selfie is ...

A true photographer ...

An old family photo is like ...

Compared to words, photos ...

Have the pairs underline the stressed syllables to indicate the correct stress timing and then practise saying their quotations. Call on the pairs to read their quotations aloud for the class, focusing on the correct stress timing.

Writing: a memo (p. 135)

Lead-in

Explain or elicit a definition of a *memo* and its purpose. Then have the students read the information in the box below Ex. B. Ask them which points they made and any points they missed in their own definitions.

A 2.28

- See p. 129 for the **audioscript**.
- Direct the students' attention to the photo of the worker in the office. Encourage the students to imagine that they are working in an office. The manager calls with some important information.
- Play the audio and have the students just listen. Then play it again and have them take notes on the manager's request. Remind them to write key words and short phrases only, so they don't miss important information.
- Have the students compare their notes in pairs and discuss any differences or missing information.

B

- Tell the students that they are going to use their notes to write a memo in the form of an email to all the staff members. Stress that a memo should be clear and easy to understand and should contain all of the important details that staff members need to know.

Alternative

Before the students begin writing the memo, put them in pairs to summarise and list the important information that should be included in the memo.

- Have the students complete the top portion of the memo first. Then give them time to write the full memo.
- Have the students compare their memos with a partner, discussing any differences between them and pointing out any missing information.

Possible answer

Dear all,

In order to update our website, we'd like to include a photo of everyone. To give the website a modern feel, we'd like you to take a selfie while you're doing something you enjoy. It could be in the kitchen, or bike riding or doing anything that you love to do.

In addition, we'd like you to write a few sentences about yourself: your interests and your hobbies.

Please email it to me before the 22nd. Thank you!

Regards,

Student's own signature

LifeSkills: giving and receiving feedback (p. 136)

Giving feedback

Step 1: Start by making at least a couple of positive comments. (Ex. C)

Step 2: Give the other person a chance to respond. (Ex. E)

Step 3: Use friendly language and positive body language. (Ex. E)

Receiving feedback

Step 1: Listen with an open mind.

Step 2: Ask questions to fully understand the feedback.

Step 3: Stay calm and consider the validity of any criticism.

Lead-in

Read the target skill aloud and invite the students to tell you what they think *giving and receiving feedback* means (telling someone what they are doing well and what they could do better and hearing this from others). Ask them to think of situations in which we might need to give and receive feedback in the workplace.

Ask the students to think about why it is important to know how to give and receive feedback and elicit some of the possible benefits of being able to do these things well. Explain that people who can give feedback well are often well respected and trusted by their co-workers, which leads to positive relationships and the ability to help others develop and grow. People who are good at receiving feedback have the ability themselves to take the advice of others, which often helps them become better workers and better people.

Then **highlight** both sets of three-step strategies for developing the skill of *giving and receiving feedback*.

A 2.29

- See p. 130 for the **audioscript**.
- Tell the students they are going to listen to a conversation between a manager and an employee.
- The manager, Mrs Vaughan, is giving the employee, Paul, feedback on his presentation.
- Have the students reread the three-step strategies at the beginning of the section. Tell them to think about these as they listen for how well Mrs Vaughan and Paul give and receive feedback.
- Play the audio and encourage the students to take notes on how well the speakers do with giving and receiving feedback.

- Elicit responses from several students. Ask individual students to suggest ways the speakers could improve their skills of giving and receiving feedback.

Answers

The manager gives feedback very well. She is understanding and starts by making a couple of positive comments before gently making suggestions for improvement.

Paul receives the feedback badly. He is defensive and tries to blame other people.

Extra: anecdotes

Ask for volunteers to share any experiences they have had with receiving feedback in the workplace, at school or elsewhere. Ask the students how they felt, how they reacted, what they did well and what they feel they could have done better.

B

- Direct the students' attention to the photos and tell them to read the instructions. Explain or elicit the meaning of *public relations company* (a company that helps improve the public's image or opinion of someone or something). Elicit some predictions for what the email will be about.
- Give the students time to read the email. Put the students in groups to discuss the questions.
- Elicit responses from the class.

Answers

- 1 The two elements that need to be included are visuals and good slogans.
- 2 The manager wants them to work with their own team first to come up with good ideas and then present their ideas to another team and listen to their constructive feedback.

C

- Have the students stay in their groups. Give them time to read the list of ideas silently.
- Tell the students they are going to discuss and give feedback on each of the ideas, saying what they like and what they don't like about them. Remind them that the point of the activity is to practise giving feedback, so they need to consider how they are presenting their opinions about the ideas.
- As they discuss and critique the ideas, encourage the students to share their own ideas and give feedback on one another's ideas. Remind the students to make notes of any other ideas that come up.

D

- Have the groups begin planning their local tourism campaign. Remind them of the elements they need to include according to the manager's email.
- Circulate during the students' discussions and make sure all the students are participating.
- Remind the students to write their plans in the space provided or on a separate paper.

E

- Tell the students they are going to present their plans to another group and receive feedback on them, as well as giving feedback on the other group's plans.
- Give the groups time to read the instructions.
- Combine the groups and nominate one Group A and the other Group B.
- Remind the students to explain how each element of the plan will help boost tourism.
- Direct the students' attention to the examples in the **How to say it** box and encourage them to use the expressions as they give and receive feedback.

Alternative

Encourage the students to write down the feedback they receive from the other group so they can apply it to improve their plans in the next exercise.

F

- Have the students separate into their original groups again.
- Give them time to review their feedback and decide how to improve their plans.
- Have the groups take turns presenting their plans to the class. Encourage the groups to ask for further feedback from the class and encourage the rest of the class to ask questions and give appropriate feedback.

G

- Have the students work in small groups to discuss feedback in the domain of **Work and Career**. Point out that item 2 focuses on receiving feedback and ask each group to think of at least three reasons why their reaction to feedback might be different in the future.
- Ask the groups to report to the class and write the most popular reasons on the board.



REFLECT

- Discuss the question with the whole class. Ask the students to say what they feel are the most useful points they learned from this lesson, and how the skill of *giving and receiving feedback* might be useful in the domains of **Self and Society** and **Study and Learning**, either now or in the future.
- Elicit the following ideas: *helping others solve problems and solving their own problems more quickly and effectively, improving their study habits and academic performance, etc.*



RESEARCH

- Go through the task and check that the students are clear about what they have to do.
- Suggest some business magazines, journals or work-related websites where the students might find information about performance reviews and the types of questions asked.
- Have them share their findings in class. Lead a class discussion about how the images could be improved.

Language wrap-up (p. 138)

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

1 Vocabulary

- Ask the students to read each sentence for general understanding and to gain an idea of the context before choosing the correct option.

2 Grammar

A

- Encourage the students to say each sentence silently to themselves before deciding on their answers.

B

- Go over the phrases in the box.
- Have the students look back through the unit and review the meanings of the phrases if needed.
- Encourage the students to read through the paragraph before they choose the correct phrase for each blank, and remind them to use the context to help them. Point out that more than one answer is possible for some blanks.

Writing workshop: writing a report (p. 139)

Lead-in

Ask the students what a *report* is and what the purpose is (a written summary of information and recommendations based on research). Ask the students about their experiences with writing reports, in what situations they have had to write them and what about.

Tell the students that they are going to write a report about ways to improve local tourism.

A

- Have the students scan the report for any unknown words. Answer any questions they have about vocabulary.
- Give the students time to read the report, focusing on the problems the writer identifies and the recommendations she makes. Encourage them to take notes as they read.
- Call on individual students to tell you the problems and recommendations.

Answers

Problems identified: the website needs updating and people can't share it on social networks; the images are too formal

Recommendations made: modernise the website with better links to social media; update staff photos using selfies

B

- Give the students time to read the questions.
- Have them read the report again and analyse it based on the questions.
- Elicit the answers from the class.

Answers

- 1 She puts that information at the top of the report, showing who it is to, who it is from and the subject.
- 2 She uses headings for her paragraphs that show the particular topic she is discussing.
- 3 Reports like this are usually written for work situations, where people are busy and have limited time. Therefore, it's important that you can see at a glance who the report is for and what topics it covers.
- 4 The report is very formal because it's written for someone at work.

C

- Have the students read through the whole exercise.
- To help the students get started, elicit some ideas of problems related to local tourism. Encourage the students to choose real problems in their local area, such as traffic, pollution, inconvenient public transportation, etc. Write the problems on the board and elicit a few recommendations for each one.
- Give the students time to make some notes outlining the problems and suggestions for addressing them.

Alternative

Have the students research and write a report about a real problem related to tourism at a famous tourist destination somewhere in the world, for example, related to the negative effects of tourism on the environment and wildlife or on local culture.

D

- Give the students time to write their reports in class or for homework. Remind them to write about 200 words.
- Encourage the students to use new language and structures from the unit in their writing. Award an extra mark or marks for including comparisons, connectors or other vocabulary from the unit.

How are you doing?

- Ask the students to read the statements and tick the ones they believe are true.
- Ask them to discuss their report with another student in the class and identify things they could improve on next time.

▶ Workbook pp. 68–69, SkillsStudio

