

Looking Good

This unit is about famous places, beautiful buildings and famous artists. In this unit, the students will learn new words and expressions, learn reported speech – questions and commands and review all the grammar taught in previous units.

The chart below shows the global and operative can-do statements for Unit 7.

OBJECTIVE	CAN-DO STATEMENTS: OVERALL AND SPECIFIC	SECTION IN UNIT
Can read a website about famous places	<p>WRITTEN RECEPTION:</p> <p>Can understand texts on familiar matters of a concrete type in level-appropriate language (vocabulary and grammar), rereading as required</p> <p><i>Reading for orientation</i></p> <p>Can find and understand information in practical, concrete, predictable texts (e.g., travel guidebooks, recipes, menus)</p>	Reading 1 pages 202-203
Can read a biography of a well-known artist	<p>WRITTEN RECEPTION:</p> <p>Can understand texts on familiar matters of a concrete type in level-appropriate language (vocabulary and grammar), rereading as required</p> <p><i>Reading for information and argument</i></p> <p>Can understand texts describing people, places, everyday life, and culture (e.g., traditional food, dress, festivals)</p>	Reading 2 pages 212-213
Can listen to a conversation about an unusual hotel	<p>SPOKEN RECEPTION:</p> <p>Can understand enough to be able to meet needs of a concrete type especially if speech is clearly articulated</p> <p>Can understand phrases and expressions related to areas of most immediate priority (e.g., basic personal and family information, shopping, local geography), especially if speech is clearly articulated</p> <p><i>Listening as a member of a live audience</i></p> <p>Can follow a simple, well-structured presentation/demonstration on a familiar topic, provided it is illustrated with visual support (e.g., slides, concrete examples or diagrams), and delivered slowly, clearly, with repetition where necessary</p>	Listening and Speaking pages 208-209
Can exchange ideas and information about a dream hotel	<p>SPOKEN INTERACTION:</p> <p>Can interact with reasonable ease in structured situations, short social exchanges and conversations using level-appropriate language (vocabulary and grammar), asking for repetition, reformulation or clarification when necessary</p> <p>Can ask and answer questions and exchange ideas and information on familiar topics and everyday situations</p> <p><i>Informal and formal discussions</i></p> <p>Can exchange opinions, agree/disagree with others, and compare objects/people</p>	

Can exchange ideas and information about a famous artist	<p>SPOKEN INTERACTION:</p> <p>Can interact with reasonable ease in structured situations, short social exchanges and conversations using level-appropriate language (vocabulary and grammar), asking for repetition, reformulation or clarification when necessary</p> <p>Can ask and answer questions and exchange ideas and information on familiar topics and everyday situations</p> <p><i>Goal-oriented co-operation (e.g., repairing a bike, discussing a document, organizing an event)</i></p> <p>Can manage simple, routine tasks without undue effort, asking for repetition/clarification when he/she does not understand</p> <p><i>Information exchange</i></p> <p>Can deal with practical everyday demands: finding out and passing on straightforward, factual information</p> <p><i>Informal and formal discussions</i></p> <p>Can ask and answer questions about habits, routines, pastimes and past activities</p>	<p>Vocabulary Practice pages 204 and 214</p>
Can exchange ideas and information about different school subjects		<p>Speak Your Mind Let's Talk page 220</p>
Can prepare a speech for or against a topic for a debate	<p>SPOKEN PRODUCTION:</p> <p>Can describe everyday aspects of his/her environment, events and activities (e.g., people, places, a job or study experience) using level-appropriate language (vocabulary and grammar)</p> <p><i>Sustained monologue: Putting a case</i></p> <p>Can express agreement or disagreement using simple formulaic expressions to explain why</p>	<p>Speak Your Mind Let's Debate, page 221</p>
Can participate in a debate	<p>SPOKEN INTERACTION:</p> <p><i>Overall spoken interaction</i></p> <p>Can interact with reasonable ease in structured situations, short social exchanges and conversations using level-appropriate language (vocabulary and grammar), asking for repetition, reformulation or clarification when necessary</p> <p>Can ask and answer questions and exchange ideas and information on familiar topics and everyday situations</p> <p><i>Understanding interlocutor</i></p> <p>Can understand enough to manage routine exchanges without undue effort.</p> <p>COLLABORATION:</p> <p><i>Facilitating collaborative interaction with peers</i></p> <p>Can collaborate in simple, practical tasks, asking what others think, taking in responses, making suggestions, asking for repetition, reformulation and/or clarification when necessary</p>	
Can write a narrative	<p>WRITTEN PRODUCTION:</p> <p>Can give information in writing about matters of relevance linking a series of phrases and sentences with simple connectors like 'and', 'but' and 'because', with increasing accuracy of spelling based on a developmental continuum</p> <p><i>Creative writing</i></p> <p>Can write a simple story (e.g., about events on a holiday or about life in the distant future)</p>	<p>Writing page 219</p>

<p>At the end of the unit, the students will be able to:</p> <ol style="list-style-type: none"> 1. find and present two famous paintings expressing opinions about each one 2. plan and present ideas for a statue or building in their town. 3. use the Internet to find current information 	<p>SPOKEN PRODUCTION:</p> <p>Can describe everyday aspects of his/her environment, events and activities (e.g., people, places, a job or study experience) using level-appropriate language (vocabulary and grammar)</p> <p><i>Addressing audiences</i></p> <p>Can give a short, rehearsed presentation on a topic pertinent to everyday life, giving reasons and explanations for opinions, plans and actions</p> <p><i>Sustained monologue: Describing experience</i></p> <p>Can describe and compare objects and possessions</p> <p>MEDIATION:</p> <p>Can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest that are expressed clearly</p> <p><i>Relaying specific information in writing</i></p> <p>Can relay in writing (in Language B) specific information contained in simple, informational texts (written in Language A)</p>	<p>Task page 225</p>
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NEW WORDS

PART 1

absent	column	get used to	mix (n)	spicy
accommodation	common	give birth	occasion	statue
anniversary	conference	golden	pattern	surround
architect	content	grounds	plan (n)	swallow
balance	documentary	hot	prince	the other week
be dying to	eastern	introduction	reception	the sights
be short of	either ... or	join	seek	tower
board	flavor	lean (something) against	shine	ugly
bookcase	flow	line	shortly afterward	use
break a record	frame	mile	slim	vegetarian

PART 2

abstract	birth	length	occur	useless
academic	burn	lose	once again	violence
authority	conflict	loss	relative	whether
basis	culture	make (someone do something)	studio	work
be known as	display	method	talent	
belong to	fault	next	thirst	

SPEAK YOUR MIND

have no idea	thanks	things like that
I'm sorry I can't	the matter	would love

These words are reviewed at least three times in this unit of the Student's Book and Workbook as well as numerous times in the Digital Extra components: Wordlist Plus and Vocabulary Booster.

Activities for the students to monitor and assess their own vocabulary acquisition:

- **Track New Words** (Student's Book, pages 209 and 221)
- **Review** (Student's Book, pages 222-223)
- **Check Yourself** (Workbook, pages 208-211)
- **Read and Check** (Student's Book, pages 224-225 and Workbook, pages 212-213)
- **Digital Extra Components:** Wordlist Plus and Vocabulary Booster

In this unit, the students will learn about famous landmarks and a famous artist, Pablo Picasso, discuss whether schools place enough importance on teaching subjects related to the arts and write a narrative using reported speech. At the end of the unit, they will be able to compare and contrast two paintings or create a statue or building and present their tasks to the class.

Pages 198-199

Tell the students to look at the title and the opening pages of the unit. Ask them what they think the title of the unit "Looking Good" means. Explain that it is an expression we use when we mean that someone has a pleasant appearance and is visually attractive. In this case, looking good refers to the beauty of different forms of art – paintings, architecture, buildings, monuments and landmarks. Share the objectives on the page with the students. Point out that they show what skills the students will learn and what they will be able to do as they progress through the unit.

The opening spread introduces the theme of the unit – different forms of art.

- A** This exercise introduces the students to the topic of different forms of art. The students look at the pictures and decide which form of art each picture shows.

ANSWERS

1. e 2. a 3. f 4. c 5. d 6. b

- B** In this activity, have the students match the forms of art in exercise A to the information in exercise B.

ANSWERS

1. b 2. f 3. e 4. c 5. d 6. a

You may wish to share the following information with the class.

- The Chinese vase** is made of blue and white porcelain. This form of pottery features a white background over which a blue design is applied. Its history can be traced back to 14th-century China, where it was decorated using hand painting and transparent glazing techniques.
- Graffiti** is art usually illegally produced and often involves the unauthorized marking of public or private spaces by individuals or groups. The term "graffiti" was originally a reference to ancient inscriptions. These could be words or figure drawings found on the walls of ancient public buildings or ruins. For a long time the term "graffiti" was synonymous with vandalism.
- St. Petersburg, Russia** is a major historical and cultural center and an important port. It is the second largest city in Russia. For two centuries (1712–1918) St. Petersburg was the capital of the Russian Empire. Its historic district was designated a UNESCO World Heritage site in 1990.
- Van Gogh's painting of *Sunflowers*** is among his most famous works. In Arles, in the south of France, in 1888 and 1889 he painted five large canvases with sunflowers in a vase in three shades of yellow. Van Gogh was a Dutch Impressionist painter who became one of the most famous figures in art history. His use of bold colors and dramatic brushwork contributed to the foundations of modern art. He was not financially successful in his lifetime and he struggled with severe depression and poverty. He committed suicide at the age of 37.

- C** The purpose of this exercise is to have the students express their opinions about different art forms. Tell them to give reasons for their answers.

Accept all logical answers.

- D** Now have the students consider which art form they think is the most difficult to create. They can consider factors such as detailed planning, creativity, time to create or build, equipment needed, utility or aesthetic value, skills needed to create, benefit to humanity, etc.

Pages 200-201

PART 1 Beautiful Buildings

In this part, the students will read a webpage about some famous landmarks. They will learn the vocabulary they need in order to understand the reading text and discuss it.

GET READY

This section presents the new words and introduces the students to the topic of the text they are about to read. The students practice recognition of all the new words alone and in context before reading the text to internalize their meanings.

Learn New Words

In this flipped classroom approach, the students go to their Workbook before the lesson. The advantage of the flipped classroom is that the students become independent learners and work at their own pace. Have the students match the words to their meanings on page 186 of the Workbook. The students have the option of learning and practicing the new words in the Digital Extra component called Wordlist Plus.

See *Suggestions for Presentation and Practice of New Vocabulary* in the Introduction to this Teacher's Guide.

- A** The students practice recognition of the new words to internalize their meanings.

- 1** This exercise introduces some of the new words the students will learn in Part 1. Check that the students understand the meanings of the words. Explain the meanings of any words they are not sure of, or have them look up the words on Wordlist Plus or in the Glossary at the back of the Student's Book.

The students decide which of the new words they can use to talk about a building. The exercise can be done orally or the students can write their answers in their notebooks. Point out to the students that they may have different answers.

POSSIBLE ANSWERS

architect, frame, plan, statue

- 2** In this exercise, the students match the new words in A to their meanings in B.

ANSWERS

1. c 2. g 3. e 4. a 5. f 6. d 7. b

- 3** In this recognition exercise, the students give an example of the situations that include a new word.

POSSIBLE ANSWERS

1. sick / going to the doctor / dentist / the bus didn't come / didn't wake up on time
2. The Statue of Liberty (New York) / The Little Mermaid (Copenhagen, Denmark) / Great Sphinx (Egypt)
3. material / clothing / wallpaper / paintings
4. birthday / bar mitzvah / bat mitzvah / wedding

- 4** In this activity, the students complete the descriptions of different buildings and places of interest to show that they understand the meaning of the new words. Remind the students to make any necessary changes to the words, for example, adding *s* to make it plural or making sure that the subject agrees with the verb.

ANSWERS

- | | |
|-------------------|---------------|
| 1. anniversary | 4. architects |
| 2. broke a record | 5. flow |
| 3. surrounded | |

- 5** In this exercise, the students complete the text about an ancient wonder of the world with the new words. They answer the question to focus on the content of the article.

ANSWERS

- | | |
|----------------------|----------------|
| 1. statue | 4. anniversary |
| 2. shortly afterward | 5. plans |
| 3. occasion | |

The Colossus of Rhodes was built to celebrate the 25th anniversary of a Greek victory in a war against Cyprus.

- B** These exercises introduce more new words in the context of a listening passage.

- 1** Ask the students which words could be used to talk about being a tourist.

POSSIBLE ANSWERS

grounds, line, the sights, tower

- 2** In this recognition exercise, the students show that they understand the meanings of the new words by choosing the correct answer.

ANSWERS

1. want
2. difficult
3. only one place

- 3** In this exercise, the students complete sentences with the words given to show that they understand their meanings.

ANSWERS

- | | |
|----------------|---------------|
| 1. line | 4. grounds |
| 2. am short of | 5. shine |
| 3. tower | 6. the sights |

- 4** In this activity, the students listen to the conversation about a visit to London and focus on what both speakers agree that they want to do.

See *Suggestions for Teaching Listening* in the Introduction to this Teacher's Guide.

LISTENING SCRIPT

Amir: How was your trip to London? Did you see all the sights?

Beti: Well, we saw most of them, and we were really lucky. The sun shone for most of the time.

Amir: You were lucky! When I went to London it rained all day, but in the end, I got used to it! What was your favorite attraction?

Beti: Hmm, let me think. It would be either the Natural History Museum or the Tower of London, but I think I'd choose the Tower of London. It was so interesting. But, it was also very busy. We had to stand in line for a long time before we got in.

Amir: Isn't that where they keep the king's crown?



Beti: That's right. But there's a lot more to the Tower of London than seeing the British crown. I loved the stories our guide told us. And even walking round the grounds was very interesting. I wanted to stay there longer, but we were short of time and had to leave.

Amir: Oh, I love London. I'm dying to go back.

Beti: Me too!

ANSWER

They both want to go back to London.

WORKBOOK page 187

Refer the students to the Workbook, page 187 for practice of the new words.

Pages 202-203

READING 1 Famous Landmarks

In this section, the students read to find specific information on a webpage.

A The students read the webpage about some famous landmarks. Have the students read the article and focus on what is special about each place.

Suggestions for less-advanced students: Have the students complete a fact file for the famous places, answering the following questions:

What is the name of the place?

Where is it?

When was it designed or built?

Who built it?

Write the chart below on the board and have the students complete it.

1. Name	
2. Location	
3. Date designed or built	
4. Who built it?	

POSSIBLE ANSWERS

The Taj Mahal is famous for its beauty. (Its main building is made of white marble and you can see many beautiful patterns on the walls. There are four tall slim minarets and there are beautiful gardens.)

The Statue of Liberty is a statue that dominates the New York skyline. (The statue has a woman wearing a crown and holding a torch in one hand and a tablet in another. It is a sign of freedom and democracy for people around the world.)

The Eiffel Tower was the world's tallest structure and from the top you can see Paris. It is still a famous tourist attraction.

Following the Text

The students answer general questions about the webpage to help them gain an overall perspective of the whole text and how it is organized.

1. Tell the students to read the quotes and decide which of the buildings each quote relates to. Remind them that one of the buildings is described twice. Tell them to copy the words that helped them choose their answers.

ANSWERS

1. The Eiffel Tower – “... others said it looked ugly”
 2. The Taj Mahal – “... he ordered a famous architect to design a beautiful building in memory of Mumtaz”
 3. The Statue of Liberty – “... it was a sign of hope for millions of people who were seeking a better future”
 4. The Statue of Liberty – “The statue reached the USA in 1886.”
2. Tell the students to answer “Next Month’s Question” – which capital city they are dying to visit, where it is and why they would like to go there.

You may wish to share the following background information with the class.

The Taj Mahal is India’s most famous building. It is a mausoleum of white marble, built in Agra, India, between 1631 and 1648 by order of the Mughal emperor Shah Jahan in memory of his favorite wife. The Taj Mahal is the jewel of Muslim art in India and is admired worldwide as a masterpiece.

The Statue of Liberty was designed by Auguste Bartholdi. It was a gift from France to the USA and symbolizes American freedom. It has watched over New York Harbor from Liberty Island in the Upper New York Bay since its dedication on October 28, 1886. Standing 93 meters high including its pedestal, it represents a woman holding a torch in her raised right hand and a tablet bearing the adoption date of the Declaration of Independence (July 4, 1776) in her left.

The Eiffel Tower is a Parisian landmark. It was designed by Gustave Eiffel for the International Exposition of 1889. Eiffel’s concept was a 300-metre tower built almost entirely of open-lattice. When completed, the tower served as the entrance gateway to the exposition.

Pages 204-205

- B** The students answer questions about the website in order to demonstrate their comprehension.

ANSWERS

1. They were voted the most beautiful and famous buildings that readers have ever visited. They are famous landmarks.
2. A good time to visit the Taj Mahal is at night when the moon shines.
3. The USA got its independence from Britain.
4. 1. The organizers had budget problems and were short of money.
2. A special structure would be built in Paris.
5. The additional name given to the Eiffel Tower is “la Dame de Fer” – the Iron Lady. They chose this name probably because The Eiffel Tower is constructed from iron and it is very strong.
6. 1. New York, USA
2. Agra, India
3. Agra, India
4. New York, USA

- C** In this exercise, the students give a personal response to the webpage. Tell them to write about which of the places they would like to visit and give reasons for their answer.

Accept all logical and grammatically correct answers.

Suggestion: Have the students share their responses with the class to encourage them to express their opinions.

Suggestion: In order to offer the students a more detailed examination of the lexical item, focusing on depth of knowledge, point out that the phrase *get used to* means to become familiar with something or somebody. For example: He got used to living in a big city. Explain that this should not be confused with *used to* (something that always happened, but now doesn't. For example, I used to get up early every morning, but now I don't.) or *be used to* (to be familiar with someone or something). For example, The French are used to having millions of tourists visit Paris every year.

Give the students sentences with a space left for *get used to*, *used to* and *be used to* and have them complete the sentences with the correct phrase.

VOCABULARY PRACTICE

In this section, the students practice both recognition and production of the new words in a variety of contexts.

A In this exercise, the students choose the correct answer to demonstrate their understanding of the words.

ANSWERS

- | | |
|--------------|-----------------|
| 1. tower | 6. was short of |
| 2. line | 7. shining |
| 3. architect | 8. the sights |
| 4. statue | 9. seeking |
| 5. slim | |

B In this exercise, the students complete the sentences to show their understanding of the new words.

Accept all logical and grammatically correct answers.

C **1** The purpose of this collaborative activity is to give the students the opportunity to work with others to discuss different buildings and structures. Tell the students to match the names to the places in the picture.

ANSWERS

1. f 2. a 3. d 4. g 5. b 6. e 7. c

2 Tell the students to choose a picture and describe it to their partner who must identify the picture. Tell them to use the new words.

You may wish to share the following background information with the class.

The London Eye is a revolving observation wheel on the South Bank of the River Thames, London. At a height of 135 meters, the London Eye was the world's tallest Ferris wheel from 1999, when it was built, until 2006, when it was surpassed by the Star of Nanchang, in Nanchang, China. It is one of London's most popular tourist attractions.

The Golden Gate Bridge is a suspension bridge spanning the Golden Gate, the one-mile-wide strait connecting San Francisco Bay and the Pacific Ocean. Upon its completion in 1937, the Golden Gate Bridge came to be recognized as a symbol of the power and progress of the United States. It took four years to build.

The Space Needle is an observation tower in Seattle, United States. It was built for the 1962 World's Fair and is considered to be an icon of the city. The Space Needle stands at 184 meters high. Its tower is 42 meters wide, weighs 8,660 metric tons, and is built to withstand winds of up to 320 kilometers per hour and earthquakes of up to a magnitude of 9.0. The Space Needle features an observation deck 160 meters above ground, providing views of the Seattle skyline. Visitors can reach the top of the Space Needle by elevators which take 41 seconds to reach the top.

The Burj Khalifa in Dubai holds the world record for being the tallest freestanding structure in the world. It stands 828 meters tall and has 140 floors. The building has the longest single running elevator, which has an elevator speed of 10 meters per second.

The 17-Hole Bridge in the Summer Palace in the western suburbs of Beijing is a long bridge connecting the east bank of Kunming Lake and Nanhu Island. Built in the 18th century, it is the largest stone bridge in the park. The bridge is 150 meters long. It is composed of 17 bridge holes, and resembles a long rainbow. The pillars of each bridge rail are carved with over 500 stone lions each one different.

The Château de Chenonceau is a French castle spanning the river Cher. The castle dates back to the twelfth century.

The White House was designed by Irish-born architect James Hoban. In 1800, President John Adams and his wife Abigail moved into the still-unfinished residence. There are 132 rooms, 35 bathrooms and 6 levels in the residence. There are also 412 doors, 147 windows, 28 fireplaces, 8 staircases and 3 elevators. The White House kitchen is able to serve dinner to as many as 140 guests and hors d'oeuvres to more than 1,000. The White House requires 570 gallons (about 2,158 liters) of paint to cover its outside surface.

WORKBOOK page 189

Refer the students to the Workbook, page 189 for further practice of the new words.

WORD POWER

This feature explores vocabulary depth, presenting a group of words from Band II that demonstrates a common linguistic feature. Here the Word Power focuses on words connected to setting up an exhibition.

Ask the students which words they already know. Point out that some words such as *join*, *use* and *introduction* have meanings that are different from the ones they are familiar with. For example, *join* means “to join a club or meeting” – not “connect”; and *use* means “to reduce by using up” – not “operate”.

Learn New Words

In this flipped classroom approach, the students go to their Workbook before the lesson. The advantage of the flipped classroom is that the students become independent learners and work at their own pace. Have the students match the words to their meanings on page 190 of the Workbook. The students have the option of learning and practicing the new words in the Digital Extra component called Wordlist Plus.

Read the explanation with the class. Have the students do the exercises to demonstrate understanding of the new words.

D The purpose of this exercise is for the students to show understanding of the new words.

ANSWERS

- | | |
|---------|-----------------|
| 1. join | 3. introduction |
| 2. used | 4. content |

Suggestion for more-advanced students: Have the students write sentences using two of the new words in each sentence. Have them share their sentences with a partner.

WORKBOOK page 191

Refer the students to the Workbook, page 191 for more further practice of the new words.

Pages 206-207

GRAMMAR Reported Speech – Questions and commands

In this section, the students are introduced to reported questions and commands. Remind them that they learned how to report statements in Unit 6, page 182 and review the rules for changes in tense, pronouns and time expressions. Explain that these rules also apply to questions and commands.

Read the explanation about the grammar point with the class and explain that when we report questions we do not ask a question. The word order is the same as a statement (*if / whether* + *wh-* word + the subject and verb). Have the students answer the questions that appear in order to check their understanding of meaning and sentence order.

ANSWERS

1. if, whether
2. the subject + verb
3. Accept all logical answers.

Refer the students to the Grammar Appendix on page 241 for additional information and examples.

- A** In this exercise, the students practice completing reported questions and commands. Tell them to pay attention to changes in pronouns, time expressions and sentence order.

ANSWERS

- | | |
|-------------|------------|
| 1. I, there | 3. he, day |
| 2. if | 4. his |

- B** In this exercise, the students practice Reported Speech by looking at the direct quotes and then completing the sentences in Reported Speech. Remind them to pay attention to changes in tense, pronouns, time expressions and word order.

ANSWERS

1. if the artist was very talented
2. they would build the new tower
3. not to climb on the statue
4. I kept in touch with my French friend
5. how much it had cost to construct that tower

- C** **1** In this exercise, the students practice Reported Speech in context. To focus on meaning, they look at the picture and decide which workers Alan is speaking to.

ANSWERS

- | | |
|----------|-----------|
| 1. Frank | 3. Loren |
| 2. Jake | 4. Rachel |

- 2** Now tell the students to report what Alan said to each person.

ANSWERS

1. Alan told Jake to hold on to the ladder.
2. Alan told Frank not to fall into the hole.
3. Alan told Loren not to chat on the phone while she was working.
4. Alan told Rachel not to drive so dangerously.

- D** The purpose of this interactive exercise is to use Reported Speech in an authentic situation – to talk about a questionnaire after a visit to a castle. Tell the students to imagine that they have visited a castle and are giving feedback about their visit. Tell them to work in pairs to report to their partners what was asked and what they answered. Tell them to use the new words given and to look at the speech bubble to help them.

Suggestions for less-advanced students: Give the students the beginning of each of the answers as follows:

1. They wanted to know / asked if ...
2. They wanted to know / asked what ...
3. They wanted to know / asked if ...
4. They wanted to know / asked why ...
5. They wanted to know / asked if ...

POSSIBLE ANSWERS

1. They wanted to know / asked if I had enjoyed my visit. I said ...
2. They wanted to know / asked what I had liked the most. I told them ...
3. They wanted to know / asked if I had been to the castle before. I answered them that ...
4. They wanted to know / asked why I had chosen to come / go there. I told them ...
5. They wanted to know / asked if I would come / go again. I told them ...

WORKBOOK page 192

Refer the students to the Workbook, page 192 for additional practice.

Pages 208-209

LISTENING AND SPEAKING A Different Kind of Accommodation

This section integrates the skills of spoken reception with spoken interaction and production. The students first listen to and follow a conversation about an unusual hotel and then discuss the topic.

Learn New Words

In this flipped classroom approach, the students go to their Workbook before the lesson. The advantage of the flipped classroom is that the students become independent learners and work at their own pace. Have the students match the words to their meanings on page 194 of the Workbook. The students have the option of learning and practicing the new words in the Digital Extra component called Wordlist Plus.

See *Suggestions for Presentation and Practice of New Vocabulary* in the Introduction to this Teacher's Guide.

A This pre-listening activity introduces the new words that appear in the conversation that the students are going to hear.

- 1 Before they listen, read out the words so that the students hear how they are pronounced. Point out to the students that the word *accommodation* is used in the singular in British English and the word *accommodations* is used in American English. Ask the students if they remember other words that they have learned that are different in British and American English. (See page 117.)

Ask the students which words are used to talk about food.

POSSIBLE ANSWERS

eastern, flavor, hot, mix, spicy, vegetarian

- 2 This exercise practices comprehension of the meanings of the new words. The students choose a new word that has a similar meaning to the meanings given.

ANSWERS

- | | |
|----------------|------------------|
| 1. vegetarian | 6. conference |
| 2. reception | 7. flavor |
| 3. prince | 8. accommodation |
| 4. mile | 9. column |
| 5. documentary | 10. common |

- 3 In this exercise, the students complete sentences with the new words given.

ANSWERS

- | | |
|-------------------|------------|
| 1. hot, spicy | 4. eastern |
| 2. golden | 5. swallow |
| 3. The other week | 6. mix |

See *Teaching Suggestions for Listening* in the Introduction to this Teacher's Guide

B The students listen to the conversation about an unusual hotel. The first time, they need to listen for the main idea to identify which photo Rose is describing.

LISTENING SCRIPT

Dale: Hey, Rose? The other week, I saw a documentary on the travel channel about different kinds of accommodation. I saw a program about palaces that had been turned into hotels. It is actually quite common these days. Some of them were just fantastic. In one such hotel, you walk into the reception and it is actually a huge hall with tall columns and golden decorations all around. Can you imagine sleeping in a room that was once a prince's bedroom?

Rose: I can, actually, Dale. Do you remember I went to a conference in Udaipur in India last year? Well, it was in a hotel which used to be a palace. It was built on an island in the middle of a lake which made it even more special.

Dale: Udaipur? Never heard of it. Where is it situated?

Rose: It's a little over 400 miles from New Delhi, India's capital. That's about 640 kilometers.

Dale: If it's in the middle of a lake, how did you get to it?

Rose: By boat. It's only a short ride from the town.

Dale: I see. How did you manage with the food there? It's pretty spicy and hot, isn't it? And you're a vegetarian.

Rose: Many Indians are vegetarians because of their religion, so that was actually quite convenient. The food is a mix of different flavors and it was delicious. I tried my best to taste a little of everything. But, once I tasted a local dish and the moment I swallowed the first mouthful, I realized I had made a terrible mistake! I had to drink so much water and everyone thought it was funny! Anyway, when I got tired of spicy, eastern food, I went to the hotel's European restaurant.

Dale: So what was it like, living in what was once a royal palace?

Rose: At first, I couldn't get used to it. I had never been in a hotel like it before, but it was certainly a memorable experience.

Dale: How old is the hotel?

Rose: It took three years to build and it was finished in 1746, so it is really old. It has some beautiful gardens and it is such a romantic place. There's a definite possibility that when I get married, I will have my wedding there!

Dale: Well, I hope I get an invitation.

Rose: When the time comes, I'll think about it. In the meantime, I'll have to start saving up. I imagine a wedding in a palace is really expensive!

ANSWER

Photo 2

C The students listen to the conversation a second time for specific details. Have the students read the questions before they listen. This will help them focus on the specific information they need to listen for in order to answer. The students write their answers on page 195 of the Workbook.

ANSWERS

1. the travel channel
2. d
3. an island (in the middle of a lake)
4. c
5. Because she wants to get married there and a wedding in a palace is really expensive.

D

In this collaborative activity, the students work in pairs to discuss their dream hotel. Tell them to use the questions and the speech bubbles to help them. Remind them to use the new words.

WORKBOOK page 195

Refer the students to the Workbook, page 195 for additional vocabulary practice.

TRACK NEW WORDS

This activity encourages the students to take responsibility for their learning by giving them the tools to monitor their progress and assess how many new words they remember. They are able to self-monitor and check which words they have mastered.

- A**
1. The students go to the Vocabulary Tracker on page 247 of the Workbook. In writing the meanings of the words in English, they are recalling meanings productively. Tell them to check their answers in the Glossary and then list the words they need to practice. The students can use the Digital Extra component, Wordlist Plus, to review the words that they don't know by creating their own personal wordlist.
 2. Tell the students that they can use one of the tips on pages 230-231 of the Workbook to help them learn any of the new words in the list that they don't remember.
- B**
1. In this collaborative exercise, the students work in pairs to plan a special building in Israel, using the new words. Tell them to write about where they want to build it, what it will look like and the reason for building it. Before they begin writing, they should tick the words that they think they will use.
 2. Ask the students how many new words they used.

Suggestion: Brainstorm types of buildings with the students and then ask them to share their descriptions with the class. They can read the description without mentioning the type of building and the students can guess the type of building that they have chosen to describe, for example, a hotel, apartment building, office building, mall, school, sports center, etc.

Pages 210-211

PART 2 Getting the Picture

In this part, the students will read about a famous artist – Pablo Picasso. They will first learn the vocabulary they need in order to understand the reading text, discuss and write about it.

GET READY

This section presents the new words and introduces the students to the topic of the text they are about to read. The students practice recognition of all the new words alone and in context before reading the text to internalize their meanings.

Learn New Words

In this flipped classroom approach, the students go to their Workbook before the lesson. The advantage of the flipped classroom is that the students become independent learners and work at their own pace. Have the students match the words to their meanings on page 197 of the Workbook. The students have the option of learning and practicing the new words in the Digital Extra component called Wordlist Plus.

A

The students practice recognition of the new words to internalize their meanings.

- 1 This exercise introduces some of the new words the students will learn in Part 2. Check that the students understand the meanings of the words. Explain the meanings of any words they are not sure of, or have them look up the words on Wordlist Plus or in the Glossary at the back of the Student's Book. The students decide which of the new words tell us that parts of his life were not happy. The exercise can be done orally or the students can write their answers in their notebooks. Point out to the students that they may have different answers.

POSSIBLE ANSWERS

burn, loss, make, violence

- 2** In this exercise, the students choose the word that doesn't belong to demonstrate that they understand the meanings of the new words.

ANSWERS

- | | |
|-----------|------------|
| 1. statue | 4. plan |
| 2. water | 5. science |
| 3. exam | |

- 3** In this exercise, the students choose the correct word to show that they understand the new words. Remind them to make any necessary changes.

ANSWERS

- | | |
|----------------|---------------|
| 1. belong to | 4. next |
| 2. basis | 5. make |
| 3. is known as | 6. once again |

- 4** In this exercise, the students replace the words in bold with the new words from exercise A1.

ANSWERS

- | | |
|---------------|-----------------|
| 1. method | 4. burn |
| 2. belongs to | 5. occur |
| 3. once again | 6. was known as |

- 5** In this exercise, the students complete the biography about the famous artist Marc Chagall with the words given. To focus on the content, they answer the question about Chagall's connection with Israel.

ANSWER

- | | |
|---------------|----------------|
| 1. method | 4. is known as |
| 2. once again | 5. belongs to |
| 3. violence | |

He is the creator of the stained glass windows in the synagogue at Hadassah Hebrew University Medical Center in Jerusalem.

B These exercises introduce more new words in the context of a listening passage.

- 1** Ask the students which words they could use to talk about art.

POSSIBLE ANSWERS

abstract, display, studio, talent

- 2** In this exercise, the students show their understanding of the new words by finding the words in exercise B1 that have a similar meaning.

ANSWERS

- | | |
|-------------|-------------|
| 1. studio | 3. display |
| 2. conflict | 4. academic |

- 3** In this activity, the students complete the sentences with the new words given.

ANSWERS

- | | |
|-----------|-------------|
| 1. work | 3. abstract |
| 2. talent | 4. birth |

- 4 The purpose of this exercise is to hear the words from exercise B1 in context. The students listen to an art teacher and answer the question.

LISTENING SCRIPT

Good morning, students. Today we're going to learn about a famous Spanish artist, Joan Miro. He was born in Spain in 1881, and as a child he wasn't good at academic subjects, but everyone realized that he had a lot of talent when they saw his paintings. In 1912, he began to study art and in 1920 he left the country of his birth and moved to Paris, France. He didn't succeed at first and sometimes was very hungry when he went back to his studio because he hadn't eaten all day. Soon he started to become famous and began to paint abstract paintings. His works became very popular both in France and in the USA. He used to spend half of his time in Paris and half in Spain, but in 1936, a war started in Spain and he couldn't return because of the conflict there. By the end of his life, Miro was a successful artist. My favorite painting by Miro is *The Garden*, which I was lucky enough to see when it was displayed at the Miro Museum I visited in Barcelona. Now, I'd like you to take a look at this picture of the painting. You can see ...

ANSWER

The Miro Museum, Barcelona

WORKBOOK page 197

Refer the students to the Workbook, page 197 for additional vocabulary practice.

Pages 212-213

READING 2 Artist in Focus – Pablo Picasso

- A The students read a biography about the famous artist Pablo Picasso. The students read the biography to find out what Picasso's most famous painting is.

ANSWER

Guernica

You may wish to share the following background information with the class.

Pablo Picasso was an artist who shaped the direction of modern and contemporary art. He was not only a master painter, but also a sculptor, printmaker, ceramics artist, etching artist and writer. Picasso's work is often categorized into periods. The most commonly accepted periods of his work are the Blue Period (1901-1904), the Rose Period (1904-1906), the African-influenced Period (1907-1909), Analytic Cubism (1909-1912) and Synthetic Cubism (1912-1919), also referred to as the Crystal period.

Following the Text

The students answer general questions about the text to help them gain an overall perspective of the whole text and how it is organized. Have them copy and complete the fact file in their notebooks.

ANSWERS

Full name	Pablo Picasso
Date of birth	October 25, 1881
Place of birth	Malaga, Spain
Occupation	Artist
Art style used	Cubism
Famous works	<i>Guernica</i> , <i>The Chicago Picasso</i>
Year of death	1973
Place of death	France

- B** The students answer questions about the biography in order to demonstrate their comprehension. The questions reflect levels of comprehension: basic (or literal), inference, integration and personal response.

ANSWERS

1. c
2. 1. Sometimes he had to burn his paintings to stay warm.
2. He was shocked by the violence and loss of life during the civil war in Spain.
3. the town (in northern Spain), the painting
4. c
5. a. They were referring to the painting of *Guernica*.
b. He was referring to the Germans bombing the town of Guernica.
6. *The Chicago Picasso* is a sculpture, not a painting.
7. He was angry with the political situation in Spain and would not return the painting of *Guernica*, or go back himself, until Spain became a democracy again.

- C** In this exercise, the students give a personal response to the reading text. Tell them to express their opinion of whether a painting can change people's opinions and give reasons for their answer.

Accept all logical and grammatically correct answers.

Suggestion: Have the students share their responses with the class to encourage them to express their opinions.

Suggestion: In order to offer the students a more detailed examination of the lexical item, focusing on depth of knowledge, point out to the students that we use *make someone do something* to express the idea that someone forces somebody else to do something. You may wish to draw the students' attention to a similar structure: *let someone do something* which expresses the idea that someone gives somebody else permission to do something.

VOCABULARY PRACTICE

In this section, the students practice both recognition and production of the new words in a variety of contexts.

- A** In this exercise, the students complete the sentences by choosing the correct answer.

ANSWERS

- | | |
|--------------|---------------|
| 1. display | 5. studio |
| 2. work | 6. conflict |
| 3. belong to | 7. Once again |
| 4. talent | |

- B** In this exercise, the students decide which new words have a positive meaning, which are negative and which can be used to talk about art and an artist.

ANSWERS

1. talent, birth, academic
2. burn, violence, loss, conflict
3. abstract, display, talent, studio, work, method
4. talent, work, be known as

- C** In this productive exercise, the students make up sentences that include at least two words from each group.

Accept all logical and grammatically correct answers.

Suggestion: Have the students create a quiz for their partner. Tell them to write five sentences using the new words on pages 210 and 211, but to leave a blank space for their partner to fill in the new word. Then tell the students to swap notebooks and do their partner's quiz. They should then check their partner's answers.

D The purpose of this collaborative activity is to give the students the opportunity to speak with a partner using the new words. The exercise is based on the information in the article on pages 212-213. In pairs, the students ask and answer questions about Picasso's life and work. Tell the students to use the new words and the speech bubbles as an example.

Ask the students what new information they learned about Picasso and which facts about his life were the most interesting to them and to share their ideas with the class.

Suggestion: Student A asks 3-4 questions about Picasso based on the reading text and Student B answers the questions. Then the students change roles so that Student B asks the questions and Student A answers them.

WORKBOOK page 199 Refer the students to the Workbook, page 199 for further practice with the new words.

WORD POWER

This feature explores vocabulary depth, presenting a group of words from Band II that demonstrates a common linguistic feature. Here the Word Power focuses on words that might be difficult to spell or pronounce.

Learn New Words

In this flipped classroom approach, the students go to their Workbook before the lesson. The advantage of the flipped classroom is that the students become independent learners and work at their own pace. Have the students match the words to their meanings on page 200 of the Workbook. The students have the option of learning and practicing the new words in the Digital Extra component called Wordlist Plus.

Explain that the word *violence* can be said with a long, soft or no pronunciation of the letter *o*. Read the explanation with the class. Have the students do the exercises to demonstrate understanding of the new words.

E In this exercise, the students decide which of the new words are difficult to spell, pronounce and / or both.

POSSIBLE ANSWERS

1. fault, lose, whether
2. thirst, authority, useless, relative, whether, fault
3. fault, whether

F In this exercise, the students complete the sentences with the new words to show comprehension of their meanings.

ANSWERS

- | | |
|--------------|------------|
| 1. lose | 5. thirst |
| 2. useless | 6. fault |
| 3. authority | 7. whether |
| 4. relative | 8. length |

WORKBOOK page 201 Refer the students to the Workbook, page 201 for further practice with the new words.

GRAMMAR REVIEW

This section reviews the grammatical points taught in the book. Remind the students that they can look at the Grammar Appendix for explanations of each point as required.

- A** This exercise provides a review of tenses, modals and semi-modals, temporals, conditionals and reported speech. The students choose the correct form of the verb to complete the sentences.

ANSWERS

- | | |
|-----------------|-----------------|
| 1. are visiting | 5. were |
| 2. had left | 6. doesn't feel |
| 3. closes | 7. would help |
| 4. have studied | 8. mustn't |

- B** 1 This activity reviews questions in a variety of tenses. The students write questions in their notebooks using the correct tense. Remind them to pay attention to time expressions.

ANSWERS

- Where were you born?
- Which elementary school did you attend?
- What are you doing at the moment?
- Did you use to play the guitar when you were younger?
- Are you going to do anything special next week?
- Has your friend ever given you an unusual present?
- Where will you be ten years from now?
- How long do you spend on social media every day?

- 2** The students work in pairs to ask each other the questions formed in exercise B1. Have them take turns asking and answering the questions in order to practice using these grammar structures in a dialogue.

- C** This exercise reviews the use of relative pronouns. The students complete the facts about the Metropolitan Museum of Art by connecting the parts of the sentence with the correct relative pronoun.

ANSWERS

- b The Met is a museum where many famous paintings are displayed.
- e It was in 1880 when the Met opened its doors in its present location.
- c There are works of art which were painted by world-famous artists, such as Degas and van Gogh.
- a Georgia O'Keefe is one of only seven women whose paintings hang in the Met.
- d Another famous artist who is represented in the Met is Susan Rothenberg.

- D** This exercise reviews the active and passive, as well as the comparative and superlative forms of adjectives. The students choose the correct answers to complete the poster about creative women. They answer the question to relate to the content of the poster.

ANSWERS

- | | |
|-------------------|-------------------|
| 1. will be voted | 6. drew |
| 2. most creative | 7. is considered |
| 3. is worn | 8. most famous |
| 4. tell | 9. used |
| 5. were published | 10. more talented |

Three of the creative women are artists – Mary Blair, Frida Kahlo and Georgia O'Keefe.

- E** This exercise offers practice producing verbs in a variety of tenses. The students complete the brochure about the famous street artist, Banksy with the verbs in brackets. Tell the students to use the correct tense, active or passive.

ANSWERS

- | | |
|----------------------|---------------------|
| 1. knows | 9. became |
| 2. goes | 10. had chosen |
| 3. paints | 11. are |
| 4. disappears | 12. has |
| 5. began | 13. has played |
| 6. didn't appreciate | 14. will continue |
| 7. was ... arrested | 15. will be painted |
| 8. was working | 16. will wake up |

You may wish to share the following background information with the class.

Banksy is a pseudonym for an England-based street artist, political activist and film director whose real name and identity remain uncertain. Banksy is considered to be one of the most controversial street artists in the world. Banksy's work grew out of the Bristol underground scene in the 1990s where he painted graffiti with two other artists. His work has become a subculture in its own right.

- F** In this productive exercise, the students work in pairs to discuss what they like to see in a painting. Tell them to use modals and semi-modals, the words given and the speech bubbles to help them.

WORKBOOK page 202

Refer the students to the Workbook, page 202 for additional practice.

Pages 218-219

WRITING A Narrative

In this scaffolded writing section, the students learn how to create and write a narrative. Read the explanation.

- A** **1** Ask your students what type of story they would create if they were asked to write about a magical painting. Explain that they can use their imaginations or use ideas related to "the sixth sense" (a supernatural ability or the ability to know about things before they happen).
- Accept all logical answers.
- 2** The students read the model narrative about a magical painting and answer the question.
- Accept all logical and grammatically correct answers.
- 3** The students copy and complete the chart in their notebooks, according to the information in the model.

ANSWERS

1. Lily
2. shopping
3. She buys a painting.
4. The woman in the painting looked like her great-grandmother.
5. The woman in the painting appears in Lily's dream and warns her to leave the house.
6. There is a fire in the house.
7. Everything is destroyed in the fire except the painting.

Suggestions for less-advanced students: Draw the chart on the board and complete it with the students. Point out that all the answers appear in the model and check that the students go back to the model to find them.

Writing Tip

Read the tip with the students and point out that when they are writing a narrative, they should decide in advance about the main characters, the setting and the main points of the plot. Remind the students to include adjectives to describe the characters and the setting, giving details about what the characters see and hear.

B In this exercise, the students read the model again to find examples of adjectives that are used.

ANSWERS

old, strange, wild, afraid, electrical, perfect

C In this creative activity, the students prepare to write their own narrative. Tell them to look at the graphic organizer and choose at least three characters for their story. Tell them that they can use their own ideas as well. Then tell them to think of adjectives to describe their characters and write 2-3 sentences about each one.

WORKBOOK page 205

Refer the students to the Workbook, page 205 for additional practice of the writing skills.

WRITING TASK

This task requires the students to apply what they have learned in the unit. Read the writing task with the students and tell them to write their own narrative about the characters that they chose. Tell them to use the graphic organizer, or their own ideas to choose the setting, the problem and the ending for their story and to use the new words. Remind them to write 100-120 words.

Go over the guidelines for the task and make sure that the students understand what they are required to do.

Point out to the students that they can use the checklist to edit their work and check that they have completed all the requirements for the task so that they won't lose any points. The checklist appears on page 217 of the Workbook.

To assess this activity, use the photocopiable chart on page 207 of this Teacher's Guide.

Pages 220-221

SPEAK YOUR MIND

This section provides the students with the opportunity to practice their spoken language. They learn how to collaborate in a team to structure an argument, and state their points of view in order to debate a controversial topic. Each unit has prepared the students for a stage in the debate process. In this unit they will have a full debate.

LET'S TALK

A The students use pictures to stimulate a discussion about how people relate to different subjects that are studied at school.

1 In this activity, the students answer the questions about the pictures.

ANSWERS

1. Accept all logical answers.
2. Possible answers: Science or math – because it can help us get a job in the future. / Art because it helps us appreciate life and our surroundings. / Psychology because it helps us understand other people and how they behave. / English because it can help us interact with people from all over the world.

LET'S DEBATE

This section introduces the students to the new words and teaches them how to prepare for the debate.

Explain to the students that a debate involves two teams who present arguments for and against a topic and try to persuade the audience to agree with their opinion.

Learn New Words

In this flipped classroom approach, the students go to their Workbook before the lesson. The advantage of the flipped classroom is that the students become independent learners and work at their own pace. Have the students match the words to their meanings on page 207 of the Workbook. The students have the option of learning and practicing the new words in the Digital Extra component called Wordlist Plus.

Read the debate topic with the students. Point out that the debate topic is usually controversial and that they will learn to prepare arguments that will support both views – for and against – the topic.

B The students learn the new words they will need to use in their debate.

- 1 Tell the students to look at the new words and check that they know the meanings. Tell them to find the expressions that have positive associations and those that have negative ones.

ANSWERS

Positive: thanks, would love

Negative: have no idea, I'm sorry I can't

- 2 The purpose of this exercise is for the students to complete three of the sentences to show that they understand the meanings of the new words while at the same time relating the sentences to the debate topic.

Accept all logical and grammatically correct answers.

Suggestion for less-advanced students: Do the exercise together as a class. Have the students brainstorm their answers and then choose some of them to write on the board. This will help the students to see a variety of answers.

Suggestion for more-advanced students: Have the students who have used different words in their sentences read out their sentence completions so that the whole class is exposed to all of the new words and the students have a chance to hear how they are used.

Tip! Persuade the audience

Read the tip with the students. Remind them of the previous stages in the debate process (brainstorming, choosing ideas, introducing the topic, writing their speeches and cue cards, summing up and answering the opposing team). Tell the students that they must try to persuade the audience, even if they do not agree with the point that they are arguing for. The speech must make the audience believe that the speaker fully supports what he or she is saying.

- C**
 - 1 In this activity, the students focus on the use of notes. They read the speaker's notes and decide if he / she is for or against the topic.

ANSWERS

The speaker is for the topic.

Suggestion: When the students read the notes, you may wish to explain that they need to infer if the speaker is for or against the topic. Point out that people regard subjects like science and math as practical subjects that will help to find jobs in the future. The points made here by the speaker oppose this view, and therefore support the topic that schools do not place enough importance on subjects related to the arts.

- 2 Tell the students to listen to the speech about the importance of art and answer the question. Tell them to read the quotes again before they hear the recording so that they will be familiar with what they hear.

LISTENING SCRIPT

I'd like to offer my thanks to the previous speaker who explained how important math- and science-related subjects are in helping us get a good job. My opinion on the matter is a little different. I agree that these subjects are important, but so are creative subjects like art, drama, photography and things like that. I have no idea why so many people cannot understand how art makes our lives more beautiful. After all, we weren't just born to work – we have to live too. So I'm sorry I can't agree with the speaker when she says that when choosing a career one should choose according to how much you earn rather than how much you will enjoy doing your job. I'm sure we would all love to do something we enjoy doing.

ANSWER

You should choose a career because you enjoy doing something / according to how much you will enjoy doing your job.

D In this activity, the students, in their teams prepare their speeches.

- 1** In this unit, the students will conduct a full debate and should be reminded of the process. In this activity, the students are divided into teams and told whether they are for or against the topic.
 1. They prepare their speeches, paying attention to persuading the audience to agree with their point of view whether they agree with it or not.
 2. Tell them to use the ideas in exercise C and to add their own.
 3. Tell them to organize their ideas, to write their speech and prepare cue cards in preparation for their debate.
 4. Tell them to use the new words and the Useful Phrases to help them.

- 2** Tell the students to read the checklist on page 220 of the Workbook to help them prepare their speeches.

Suggestion: Choose two teams from among the groups – one “for” the topic and one “against” it. The remaining groups will listen to the debate and be the judges. Each team will choose their two speakers. The first speaker will present one idea (or ideas) and the second speaker a different idea (or ideas).

- 3** The students have a class debate. The process of the debate is outlined on page 172 of this Teacher's Guide.

While each pair of students is giving their presentation, have the other students evaluate them according to the following criteria:

1. Could I understand what they said?
2. Did they speak fluently?
3. Did they state their opinion / argument clearly?

WORKBOOK page 207

Refer the students to the Workbook, page 207 for additional vocabulary practice.

TRACK NEW WORDS

This activity encourages the students to take responsibility for their learning by giving them the tools to monitor their progress and assess how many new words they remember. They are able to self-monitor and check which words they have mastered.

- A** 1. The students go to the Vocabulary Tracker on page 248 of the Workbook. In writing the meanings of the words in English, they are recalling meanings productively. Tell them to check their answers in the Glossary and then list the words they need to practice. The students can also use the Digital Extra component, Wordlist Plus, to review the words that they don't know by creating their own personal wordlist.
2. Tell the students that they can use one of the tips on page 230-231 of the Workbook to help them learn any of the new words in the list that they don't remember.

- B** 1. In this activity, the students work in pairs to write a biography about an artist that will appear in a guidebook at a museum, using the new words. Tell the students that it can be real or imaginary and that they can use the information from the reading texts on pages 211, 212, 213 and 217 to help them. Before they begin writing, they should tick the words that they think they will use. Then they should share their descriptions with a partner.
2. Ask the students how many new words they used.

Pages 222-223

REVIEW

This section consolidates and reviews the new words and expressions taught in the unit by practicing a variety of skills designed to help the students remember the new words. All the new words are listed according to the part of the unit in which they appear.

Have the students go over all the words to make sure they know what they mean before doing the exercises. They can test themselves using Wordlist Plus and the Vocabulary Tracker. The review also includes a review of the grammar points taught in the unit.

The last two exercises in the Review are cumulative and review words and grammar points from Units 1-7.

Suggestion: Review the new words orally by giving the students the meanings in Hebrew or Arabic of some of the more challenging words and asking the students to find the words on the word list.

- A** In this exercise, the students complete the Venn diagram with as many new words as they can for travel plans, the world of art and both topics.

POSSIBLE ANSWERS

Travel Plans: accommodation, join, reception, seek, the sites, length, would love, eastern, grounds, line

The World of Art: architect, column, frame, golden, pattern, shine, abstract, studio, talent, work, method

Both: plan, statue, work, tower, display, be dying to, occasion, use, culture

Suggestion for more-advanced students: Ask the students to add another two words to each category and explain their choices. Tell them to look at previous units in order to find more new words. In addition, you may wish to ask them to write sentences or a short paragraph using the new words they chose in exercise A.

- B** In this exercise, the students choose the correct answer to show that they understand the meanings of the words in the unit.

ANSWERS

- | | |
|----------------|----------------|
| 1. get used to | 5. surrounds |
| 2. flavor | 6. documentary |
| 3. occasion | 7. talent |
| 4. spicy | |

- C** In this exercise, the students complete the sentences with the correct form of the verbs in brackets.

ANSWERS

- | | |
|-----------------------|---------------------|
| 1. visit | 6. was walking |
| 2. Have ... ever seen | 7. didn't have |
| 3. was built | 8. had left |
| 4. were | 9. am able to study |
| 5. have eaten | 10. is showing |

- D** In this exercise, the students rewrite the sentences in Reported Speech. Remind them to pay attention to changes in word order, tense and time expressions.

ANSWERS

1. She asked where the exhibition would take place.
2. The guide told us not to miss the famous painting by Picasso.
3. My friend asked me if I liked that painting.
4. He asked me how many paintings the artist had painted.

E In this recall activity, the students produce words learned in this and the previous units. This exercise reviews new words in the context of a passage about Greek art. The students complete the passage with the new words and expressions they have learned in the book. They are given some of the letters in the missing words to help them recall the words.

ANSWERS

- | | |
|---------------|----------------|
| 1. works | 7. happiness |
| 2. ancient | 8. architects |
| 3. doubt | 9. columns |
| 4. importance | 10. resulted |
| 5. politics | 11. the sights |
| 6. employment | |

- F** **1** This collaborative activity reviews new words from this and previous units. Tell the students to first draw an animal or object in their notebooks. Then tell them to write a detailed description of what they drew, using the new words and the tenses they have learned.
- 2** Now tell the students to work in pairs and take turns describing their picture to their partner. Student A reads his or her description and Student B draws the picture. He or she then compares the picture with Student A's drawing and the description that was given. Ask the students if the instructions were clear and if the drawing matches the description. Tell the students to change roles: Student B reads the description while Student A does the drawing.

WORKBOOK page 208

Refer the students to Check Yourself in the Workbook, page 208.

Point out that Check Yourself in the Workbook reviews vocabulary, grammar and writing. The vocabulary section reviews recognition and production of the vocabulary in the unit. It is cumulative and includes words learned in all previous units.

The students are referred to the Digital Extra component called Vocabulary Booster. The Vocabulary Booster offers reinforcement and assessment, and promotes speaking. Interactive activities include speaking activities, games, a unit review and a cumulative review.

Pages 224-225

READ AND CHECK Coloring Our Lives!

The students are presented with a text for independent reading that recycles words from this and all previous units.

A To monitor vocabulary acquisition, the students are asked to look at the words in bold in the text and see how many they remember. The reading text recycles words and provides a cumulative review of the new words learned in former units.

B The students read the article about colors in different cultures. Read the question and tell the students that while reading, they should focus on which color has the same effect in most cultures.

ANSWER

The color green.

C The students answer the questions about colors in different cultures. The questions reflect the categories of comprehension: basic (or literal), inference, integration and personal response.

ANSWERS

1. our culture
2. a
3. b, e
4. a. Egypt and China: Royal people wore yellow as it was the color of the sun (which played an important part in their religions).
b. Africa: Yellow is the same color as gold (and they hoped it would bring them success and riches).
5. 1. They wear yellow clothes.
2. Green represents nature.
6. c

D In this writing task, the students write a paragraph expressing their own opinion about their favorite color. Remind them to use correct paragraph structure: main ideas and supporting sentences.

WORKBOOK page 212

Refer the students to the Workbook, page 212 for an additional reading passage.

TASK

The task requires that the students apply what they have learned in the unit. They can choose one of the two tasks.

In the first task, the students use the Internet to find two paintings by famous artists to compare and contrast and give a visual presentation to the class displaying the paintings. They should give a description of each one and say which one they prefer.

In the second task, the students imagine that they have been asked by the mayor to create a beautiful statue or building for their town. They make a plan or drawing of it, specify its purpose and explain why they chose this creation. Then they present their building or statue to the class.

Go over the guidelines for the task on page 225 of the Workbook and make sure that the students understand what they are required to do.

Tell the students to mark the checklist on page 225 of the Workbook when they have completed the task. Explain that the checklist can help them see if they have completed all the requirements for the task so that they won't lose any valuable points.

Tell the students that they can use any information in the unit to help them.

To assess this activity, use one of the photocopiable charts on page 217 or 218 of this Teacher's Guide.

Suggestion: The students can use the following digital tools:

to prepare their presentation – prezi.com

to make a plan – <https://templates.office.com/> and www.artskills.com

SUGGESTIONS FOR FURTHER READING

Gulliver's Travels by Jonathon Swift (Oxford Bookworms, level 4)

Foreigner in Australia by Fiona Smith (ECB, level 5)

Passage to India by E. M. Forster (Oxford, level 6)

Journey Through Arabia by Andrew Hopkins (Pearson)

Around the World in 80 Days by Jules Verne (Pearson/Penguin Publishers)

The Time Machine by H. G. Wells (Pearson/Penguin Publishers)

The USA by Alison Baxter (Oxford Bookworms, Factfiles)

What Were the Twin Towers? by Jim O'Connor (Penguin Putnam Inc.)

Where Is the Great Wall? by Patricia Brennan Demuth (Penguin Putnam Inc.)