

# UNIT 11 THROUGH THE LENS

The **expression** *through the lens* refers to images seen through the lens of a camera. This unit focuses on what photos represent to us and how different people perceive them.

## Unit plan

<b>Unit opener</b>	(p. 128)	20 min.
<b>1 Grammar:</b> verb + gerund/infinitive with a change in meaning	(p. 130)	40 min.
<b>2 Listening:</b> a podcast	(p. 131)	30 min.
• Vocabulary: describing photos		15 min.
<b>3 Speaking:</b> making comparisons	(p. 132)	30 min.
• Vocabulary: making comparisons		15 min.
<b>4 Grammar:</b> connectors of addition / cause and effect	(p. 133)	40 min.
<b>5 Reading:</b> understanding text organisation	(p. 134)	30 min.
<b>6 Pronunciation:</b> stress timing	(p. 135)	15 min.
<b>7 Writing:</b> a memo	(p. 135)	30 min.
<b>LifeSkills:</b> giving and receiving feedback (Work and Career)	(p. 136)	50 min.
• Optional downloadable <i>LifeSkills</i> lesson (Self and Society)		50 min.
• Optional downloadable <i>LifeSkills</i> lesson (Study and Learning)		50 min.
<b>Language wrap-up</b>	(p. 138)	15 min.
<b>Writing workshop</b>	(p. 139)	20 min.
<b>Video and downloadable video worksheet</b>		45 min.

## Unit opener (p. 128)

### Lead-in

Ask the students to look at the unit title and the photos and to predict what the unit will be about. Ask the students to give some examples of things they like to take photos of. Ask what they do with their photos, e.g. whether they edit them, how often they post them on social media sites, etc. Direct the students' attention to the points in the unit objectives box and go through the information with them. To get your students to think about the skills being developed in this unit, ask them to look at the questions in the cogs.

### Reading: understanding text organisation

- Explain or elicit that within a paragraph there are different types of sentences. Elicit some of the conventional sentence types the students know from studying paragraph structure, e.g. topic sentence, concluding sentence, sentences giving details.

### Speaking: making comparisons

- Ask the students to compare two items in the classroom, for example, two different students' backpacks. Write the comparison language the students use on the board. Tell the students that they will practise comparing photos using this language.

### LifeSkills: giving and receiving feedback

- Ask the students what it means to give and receive feedback and have them answer the questions. Elicit reasons why it is useful or important to be able to give and receive feedback in our work lives. Ask for examples. Ask how they feel when they receive feedback and what they think helps make feedback easier to accept.

## Common European Framework: unit map

Unit 11	Competence developed	CEF Reference (B2 competences)
<b>Grammar</b>	can use and understand verb + gerund/infinitive structures with changes in meaning	Table 1; Table 2; Sections 5.2.1.2; 6.4.7.7; 6.4.7.8
<b>Listening</b>	can understand a podcast	Table 1; Table 2; Sections 4.4.2.1; 4.5.2.2
<b>Speaking</b>	can make comparisons	Table 1; Table 2; Sections 4.4.1.1; 4.4.3.1; 4.4.3.5; 4.5.2.1; 5.2.1.1; 5.2.1.2; 5.2.3.2
<b>Grammar</b>	can use and understand connectors of addition / cause and effect	Table 1; Table 2; Sections 5.2.1.2; 6.4.7.7; 6.4.7.8
<b>Reading</b>	can understand the way texts are organised	Table 1; Table 2; Sections 4.4.2.2; 4.4.2.4; 4.5.2.2
<b>Pronunciation</b>	can correctly apply stress and rhythm	Section 5.2.1.4
<b>Writing</b>	can write a memo	Table 1; Table 2; Sections 4.4.1.2; 4.4.3.2; 4.4.3.4; 4.5.2.1; 5.2.1.1; 5.2.1.2; 5.2.1.6; 5.2.2.2; 5.2.2.4; 5.2.3.2

## Lead-in

Ask the students why we take photos and how they are important in people's lives. Ask how often the students take photos and how they prefer to take them (with a camera, mobile phone, etc). If any students do photography as a hobby, ask them to talk about how they became interested in it and to describe the types of subjects they like to photograph and why.

### A

- Have the students look at the photos and describe each of the situations.
- Give the students time to tick the situations they have taken photos of.
- Put the students in pairs. Ask them to discuss which of the situations they take photos in, and what they like to take photos of and why.
- Elicit answers from several students and ask individual students to talk about the importance of photographs in their lives.

## Culture note

The first photograph was taken of an outdoor view in 1826 by Frenchman Joseph Nicéphore Niépce.

## Extra: picture share

Put the students in pairs or groups and have them use their mobile phones to share some of their favourite recent photos, explaining the subject(s) of the picture, where and when it was taken, why they decided to take it, etc.

### B

- Ask the students to read the statements and think about whether they agree or disagree and why.
- Put the students in pairs to discuss the statements.
- Lead the class in a discussion of the statements. Call on individual students to give their opinions and to support them with examples and reasons.

## Alternative

Write some additional statements and quotes about photography and taking photos on the board to extend the discussion. Put the students in pairs to discuss the quotes and say which ones they like, whether they agree and disagree and why. Here are some possible quotations:

*A picture is worth a thousand words.* – Anonymous

*'There are no bad pictures; that's just how your face looks sometimes.'* – Abraham Lincoln

*'You don't take a photograph, you make it.'* – Ansel Adams

*'The camera is an instrument that teaches people how to see without a camera.'* – Dorothea Lange

*'Taking pictures is savouring life intensely, every hundredth of a second.'* – Marc Riboud

## Grammar: verb + gerund/ infinitive with a change in meaning (p. 130)

### Lead-in

Direct the students' attention to the picture. Ask who they think the people are, what their relationships are and when and where they think the picture was taken. Tell the students they are going to read the reaction of one of the people in the photo who is looking at it years later. Elicit some predictions for what the person will say about the photo.

Ask the students how they feel when they see old photos of themselves.

### A

- Give the students time to read the text with the instructions in mind.
- Put the students in pairs to summarise the person's reaction to the photo, and to discuss why they think the person feels this way.
- To focus on comprehension of the text, ask the class whether the person's reaction to the photo is all negative and what he feels is positive.

### Possible answer

The person is embarrassed by his old-fashioned hairstyle and clothing in the photo. However, he enjoys remembering the happy moments with his family because they are all grown up and have their own lives now.

### NOTICE!

- Direct the students' attention to the **Notice!** box.
- Have the students find and underline all the examples of gerunds and infinitives in the text.
- Put the students in pairs to compare answers and discuss the verbs that precede the gerund and infinitive forms.
- Check the answers as a class.

### Answer

The following words should be underlined: *being, to look, having, wearing, laughing and having, to stop, to remember, to treasure*  
They follow the verbs *remember, try, regret, stop, forget*.

### B

#### Form

- Have the students read the article again, paying attention to the instances of verb + gerund and verb + infinitive.
- Give the students time to complete the table individually with examples from the text. Then check the answers with the class by calling on individual students to read their sentences aloud.
- Direct the students' attention to the **What's right?** box. Elicit that the first sentence is incorrect because it is about a past regret and so the following verb needs to be a gerund.

## Answers

- 1 I'll never forget laughing and having fun ...
- 2 I regret having that style now.
- 3 I remember being in this photo!
- 4 You have to remember to treasure ...
- 5 Everyone stopped wearing those years ago!
- 6 ...it's good to stop to think about those days ...
- 7 My dad made us try to look natural, ...

## Function

- Give the students time to read the pairs of definitions.
- Have the students complete the phrases, writing *gerund* or *infinitive*.
- Put the students in pairs to compare answers. To make sure they understand the differences in meaning, refer to the pairs of example sentences in the table and connect them to the definitions. For example, have the students read the two sentences with *forget* and elicit that in the first example (*I'll never forget laughing and having fun ...*) it means he will never lose the memory. In the second example, *Don't forget to show him the photo*, it means the person has to remember to show the photo.

## Answers

- 1 infinitive; gerund    4 gerund; infinitive
- 2 infinitive; gerund    5 infinitive; gerund
- 3 gerund; infinitive

## C

- Have the students work individually to complete the sentences using the gerund or infinitive forms. Then check the answers with the class.
- Ask the students to explain their reasons for choosing each form using the descriptions of the functions. For example, in item 1 the infinitive is not used after the past tense of *regret*.

## Answers

- 1 taking    2 having    3 to think    4 to avoid

## Extra: grammar practice

Give the students some sentences and tell them to rewrite each one with the same meaning using either the verb + gerund or verb + infinitive. Give the students the verb to use in their rewritten sentence, for example, *I always leave my keys when I leave work. (forget)* – *I always forget to take my keys when I leave work.*

- 1 John wishes he hadn't spent so much money. (*regret*)
- 2 Ariel wants to ride a motorcycle. (*try*)
- 3 Greg has given up eating meat. (*stop*)
- 4 I have no memory of saying those terrible things. (*remember*)

## Answers

- 1 John regrets spending so much money.
- 2 Ariel is trying riding a motorcycle.
- 3 Greg has stopped eating meat.
- 4 I don't remember saying those terrible things.

## D

- Give the students time to reread the questions in Ex. C and to think about their responses. Encourage them to make notes about the topics.
- Put the students in pairs to discuss the questions. Encourage them to support their answers with details and examples and to ask follow-up questions to find out more about their partner's answers. Encourage the students to use the verb + gerund/infinitive forms from Ex. B.
- Elicit responses from the class. Ask the students to talk about how often they look at old photos of their family, and discuss their reactions to the writer's opinion that it is important to 'treasure every moment with your family'.

▶ Workbook p. 67, Section 6

## Listening: to a podcast (p. 131)

### Lead-in

Ask the students to name any famous photographers they know (e.g. Ansel Adams, Robert Doisneau, Yousuf Karsh, Dorothea Lange, Robert Mapplethorpe, Annie Liebovitz, etc). Ask the class what they think makes a good photographer. Ask the students if they have ever taken an exceptionally good photo and what they think made it special.

### Extra: famous photos

Show the class some of the most famous photos of all time (see examples below – images available online) and elicit the students' reactions to them. Discuss with the class what makes the pictures stand out and what kinds of skills a good photographer needs.

*Le Baiser de l'Hôtel de Ville (The Kiss)* – Robert Doisneau  
*Abbey Road, The Beatles* – Iain Macmillan  
*V-J Day in Times Square* – Alfred Eisenstaedt  
*Lunch atop a Skyscraper* – Charles C. Ebbets  
*Afghan Girl* – Steve McCurry  
*Migrant Mother* – Dorothea Lange

## A

- Tell the students they are going to listen to a podcast. Have the students look at the photo and predict what the podcast will be about.
- Elicit some general reactions to the photo of the homeless man. Ask the students what strikes them about the image and what questions they have about it.

## B 2.24

- See p. 129 for the **audioscript**.
- Explain to the students that they will hear two speakers during the podcast: Penny and Jack.
- Give the students time to read the partial sentences. Elicit some predictions from the class about what words or phrases might complete the blanks. Alternatively, put the students in pairs and have them predict the missing words or phrases.

- Play the audio and have the students complete the sentences.
- Have the students compare their answers in pairs. Then check the answers with the class.

### Answers

- 1 local photographers
- 2 social media
- 3 impressed
- 4 your attention away
- 5 economic problems

### C

- Go over the pronunciation of the words in the box. Call on individual students to say the words aloud. Correct their pronunciation and stress as needed. Elicit that all of the words are connected to the field of photography and are useful for describing photos.
- Give the students time to look at the photos and think about which words belong in which blank. Point out that one of the words belongs in two of the blanks.
- Play the audio again and have the students fill in the blanks.
- Have the students compare answers in pairs before checking the answers with the class.

### Answers

- 1 portrait
- 2 background
- 3 focus
- 4 subject
- 5 landscape
- 6 side
- 7 side
- 8 foreground

### D

- Put the students in pairs. Ask them to decide which photo in Ex. C each of them will describe. Give them time to think about how to describe their photo and allow them to make some notes.
- Have the students take turns describing their photo. Encourage them to be specific and detailed in their descriptions and to add to their partner's descriptions and react to their opinions, saying whether they agree or disagree and why.
- When the pairs finish their descriptions, call on a few individuals to describe their photos for the class.

### Extra: homework

Have the students write a paragraph describing the picture they talked about in Ex. D.

▶ Workbook p. 65, Section 2

## Speaking: making comparisons (p. 132)

### Lead-in

Give the students time to read the information in the skills panel. Write the words *compare* and *contrast* on the board and elicit their definitions from the class. **Highlight**

that *contrasting* means looking for differences, while *comparing* can mean looking for both similarities and differences. Elicit some useful phrases for comparing two or more things and write them on the board.

### A

- Direct the students' attention to the photos. Call on individual students to give a brief description of each one.
- Put the students in pairs to compare the photos and make notes about the similarities and differences in the table.
- Combine the pairs to form groups of four and have the students compare answers in their groups.
- Make two columns on the board labeled 'Similarities' and 'Differences' and check answers by having the students come to the board and write their answers in the columns.

### Answers

Points of similarity mentioned: both show groups of people; both show people posing for the camera and smiling; both show how people who want to record this moment in their lives.

Points of difference mentioned: the first photo is a family portrait, possibly taken by a professional photographer, while the second shows someone taking a selfie; the first photo is more formal than the second photo; the people in the second photo more natural than those in the first; the first group of people probably want a photo to display at home while the second group want a photo to put online; the second photo is more modern than the first.

### B 2.25

- See p. 129 for the **audioscript**.
- Tell the students they are going to hear two people talking about the two photos. The woman, Becky, is talking to a friend and trying to choose one of the photos to illustrate an article she is writing. Ask the students to listen and compare their notes to the points Becca and the man make, and to add any points they missed.
- Play the audio. If needed, pause a few times to allow the students to add to their notes.
- Check the answers. Then ask the students how close their notes were to the points made in the conversation and which points they missed.

▶ Workbook pp. 66–67, Section 5

### C

- Go over the pronunciation of the words and phrases in the box. Call on individual students to read the words and phrases aloud. Correct their pronunciation and stress as needed.
- Give the students time to read the partial sentences and think about which word or phrase might complete each sentence.
- Play the audio again and have the students complete the sentences.
- Have the students compare their answers in pairs. Then check the answers with the class.

## 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

- 1 Because of the fact that they cannot live up to the ideal they see in images, many people get depressed.
- 2 As a result of not being able to live up to the ideal they see in images, many people get depressed.
- 3 Models are made to appear more beautiful and, besides that, they are often made to appear thinner.
- 4 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

