

10 Perspectives

At a glance: Unit overview	Speaking outcomes
LESSON A A traffic accident Ss learn three-word phrasal verbs. They use reported statements.	Ss can . . . report what people say.
LESSON B As I was saying, . . . Ss change the topic and return to a topic.	Ss can . . . change and return to the topic.
LESSON C There's always an explanation. Ss learn verbs + prepositions. They use reported yes / no questions.	Ss can . . . report what people ask.
LESSON D Thoughts, values, and experiences Ss read a questionnaire, and write about questionnaire results.	Ss can . . . discuss thoughts and values.

Warm-up

Learning objective: Preview the topic and talk about different perspectives.

A

- To introduce the topic, direct Ss' attention to the pictures. Explain that this unit is about perspectives, or different ways of looking at things. Each of the photos is taken from an unusual perspective. Someone looking at the situations from a different angle would see a completely different picture.
- Go over the instructions.
- Have Ss work in pairs or groups to look at the pictures and answer the questions.
- Elicit the answers from the class.
- **Option** Do the activity as a class.

B

- Go over the instructions.
- Have Ss work in pairs or groups to answer the questions.
- Elicit answers from the class.
- **Option** Do the activity as a class.

Extra activity Extension

To continue the discussion of different perspectives, describe several ambiguous situations for Ss to discuss, e.g., 1. *A man and a woman are standing on a corner. He's waving his arms excitedly. She's shaking her head.* 2. *A woman is crawling around her living room floor.* 3. *Two children are curled up under a picnic table.* Have Ss work in pairs to talk about who they think the people are and what they are doing. Call on Ss to share their different perspectives with the class.

- Tell Ss that they will learn how to talk and write about different perspectives in this unit. Point out the Unit 10 lesson overviews. Go over what Ss will learn in each lesson.

LESSON A overview

Vocabulary: Three-word phrasal verbs

Grammar: Reported statements

Speaking: “Whisper the sentence” game to report what people say

1 Vocabulary Three-word phrasal verbs

Learning objective: Use three-word phrasal verbs.

A (CD 3, Track 16)

- Go over the instructions.
- Direct Ss’ attention to the sentences in the box. Explain that the statements in column B are follow-ups for the statements in column A.
- Have Ss work individually or in pairs to match the statements in columns A and B.
- Play the audio. Have Ss listen and check their answers.
- Go over the answers with the class.
- **Option** Do the activity as a class.
- Play the audio again. Have Ss listen and repeat the phrasal verbs to practice pronunciation.
- **Tip** After choral pronunciation practice, call on individuals to repeat the language. If an individual’s pronunciation needs correction, say the words and elicit choral repetition again before having the individual repeat it alone. This gives the S additional practice without being “put on the spot.”

B

- Go over the instructions.
- Have Ss work in pairs to discuss which statements in Part A are true for them.
- Call on volunteers to share their answers with the class.

Classware Choose ABC page xxvii

After doing Part B, follow the steps for *Choose ABC* to practice vocabulary for three-word phrasal verbs.

2 Language in context Whose fault was it?

Learning objective: See use of reported statements in context.

A (CD 3, Track 17)

- Direct Ss’ attention to the picture to set the scene. Explain that this is a hand-drawn diagram showing an accident. It is part of a police report. Elicit situations in which a police report might be filed.
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answers with the class.

Answers


He saw a man take a dog off its leash and a driver talking on her cell phone.

B

- Go over the instructions.
- Have Ss work in pairs to ask and answer the questions.
- **Option** Do the activity as a class.
- Call on individuals to share their opinions with the class.

3 Grammar Reported statements

Learning objective: Practice reported statements.

 (CD 3, Track 18)

- Books closed. Write the first and second examples of direct speech and reported speech on the board. Underline the verbs.
- Focus on use. Explain that any speech put inside quotation marks has to be word-for-word what the speaker said. This is *direct speech*. *Reported speech* is when we restate what someone else said without using the exact words. It does not use quotation marks.
- Focus on form. Ask Ss to identify the verb forms in the direct and reported speech. Elicit the rule and write it on the board: *When the reporting verb is in the past, the main verb changes from simple present to simple past.*
- Books open. Direct Ss' attention to the grammar box and go over the rest of the examples. Point out that in each example, the reported verbs are "*shifted back*." Elicit and write the transformations shown in all the example sentences on the board:
 1. present → past (*am* → *was*)
 2. present continuous → past continuous (*am telling* → *was telling*)
 3. present → past (*have* → *had*)
 4. simple past → past perfect (*saw* → *had seen*)
 3. present perfect → past perfect (*has disappeared* → *had disappeared*)
 4. future *will* → conditional *would* (*will make* → *would make*)
- Write this sentence on the board: *The woman said, "I can help you."* Ask: *How would you change this sentence to reported speech? (She said she could help me.)* Point out the change in pronoun.
- Direct Ss' attention to the two reporting verbs, *tell* and *say*. Elicit which verb is followed by an object (*tell*) and which isn't (*say*).
- Refer Ss to the accident report in Exercise 2. Have Ss underline the examples of reported speech.
- Check comprehension. Ask: *What did the woman say? What did the witness say? What did they both say?*
- Point out that of the six examples in the text, only one of them includes the optional *that*. It is more common to omit *that* than to include it.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions for the grammar activity.
- Remind Ss that *tell* is followed by an object and *said* is not.
- Have Ss work individually to complete the paragraph.

- **Option** Ask Ss who finish early to write two additional sentences, one with *tell* and one with *said*. Call on them to share one of their sentences with the class after the activity is corrected.
- **Option** Have Ss check their answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions.
- Have Ss work individually to rewrite the sentences with reported speech.
- Have Ss compare their work with a partner.
- Call on individuals to write the sentences on the board.

4 Speaking What did he say?

Learning objective: Report what people say.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions. Elicit the meaning of *catch up* and *keep up*.
- Have Ss work individually to choose a question and write a one-sentence answer.

B

- Go over the instructions.
- Demonstrate how quietly Ss should whisper in order to not be heard by the other group members. Point out the use of reported speech in the example.
- Have Ss work in groups of four or more. After the first S's statement has gone around the group, have the next S begin the process again.

Extra activity Extension

Play the "Whisper the sentence" game again in one or two large circles (10–15 Ss). Have the group(s) stand up. Whisper your own answer to one of the questions from Exercise 4, Part A, and have them whisper the sentence around the circle. Compare the final result with what you originally said. To make the game more challenging, tell Ss they can only ask for one repetition from the person whispering to them.

- Finally, tell Ss to check the "can do" statement if they can report what people say. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 73–75
Self-study CD-ROM	Lesson A

LESSON B overview

Interactions: Changing and returning to the topic

Pronunciation: Linked vowels with /w/ and /y/

Listening: Three conversations about sports

Speaking: Discussion about sports

1 Interactions Changing and returning to the topic

Learning objective: Change and return to the topic.

A

- Read each question and elicit answers from the class. Ask Ss which sports they like to watch. If they have disagreed with a referee's call, ask them to explain what happened.

B (CD 3, Track 19)

- Direct Ss' attention to the picture to set the scene. Ask them what sport they think the people are watching.
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Answer

They are discussing two different soccer games.

- Have Ss practice the conversation in pairs, then change roles and practice again.

Classware Disappearing dialogue page xxvii
After doing Part B, follow the steps for *Disappearing dialogue* to practice expressions for changing and returning to the topic.

C (CD 3, Track 20)

- Go over the instructions.
- Have Ss read the expressions in the boxes.
- Explain that the expressions in the first box are a way of making a change of topic more polite. Without some kind of signal, a change of topic can appear rude, as if the person weren't paying attention to the conversation.
- Explain that the expressions for returning to a topic indicate that the speaker had not completed his or her thought. These expressions highlight the fact that the speaker was interrupted, especially *To finish what I*

was saying Point out that Ss need to be careful with intonation. If these are said in a very serious tone of voice, it may appear that they were offended by the interruption.

- Explain that sometimes the person who interrupts employs similar expressions: *Sorry about the interruption. Please finish what you were saying.* or *Please get back to what you were saying.*
- Tell Ss there are two other expressions in the conversation, one for each box. Have Ss read the conversation again to find these expressions and add them to the boxes.
- Play the audio. Have Ss listen and check their answers.
- Elicit the expressions from Ss.
- **Option** Play the audio line by line and have Ss listen and repeat the expressions.

D

- Go over the instructions.
- Have Ss work individually to number the sentences from 1 to 6 to make a conversation.
- Go over the answers with the class.
- Have Ss work in pairs to practice the conversation, then change roles and practice again.
- **Option** Have Ss practice again, replacing the expressions for changing and returning to the topic with other expressions from the boxes in Exercise 1, Part C:
 1. Ask Ss to underline the expressions to be replaced.
 2. Model the activity with a S. Take Speaker A's part and replace *Hang on. I just thought of something* with *That reminds me* . . .
 3. Have pairs practice the substitution conversation.
 4. Go around the room and give help as needed.
- Call on several pairs to repeat their conversations for the class.

2 Pronunciation Linked vowel sounds with /w/ and /y/

Learning objective: Focus on linked vowel sounds with /w/ and /y/.

A (CD 3, Track 21)

- Go over the instructions. Explain that Ss will hear a /w/ sound even though no w is present, as in *do it*.
- Play the audio. Have Ss listen, paying particular attention to the linked sound.
- Play the audio again. Have Ss listen and repeat.

B (CD 3, Track 22)

- Go over the instructions.
- Play the audio. Have Ss listen and write /w/ or /y/ over the linked sounds.
- Go over the answers with the class.
- Have Ss practice the words in pairs.

Classware Tip

Before class, zoom Lesson B, Exercise 1, Part B, and highlight the following pairs: *He used; No I; see it; know it*. Save. In class, after doing Exercise 2, Part B, open the saved section. Have Ss look at the sounds and determine if the linked sound is y or w. Have Ss come to the board and mark the different sounds. Repeat the sounds as a class. Have Ss work in pairs and practice the conversation again focusing on linked sounds.
Answers: 1. y 2.w 3. y 4. w

3 Listening Sports talk

Learning objective: Develop skills in listening for gist and for specific information.

A (CD 3, Track 23)

- Set the scene. Two people are having a discussion about sports. They begin each conversation with one topic and then switch to another.
- Go over the instructions.
- Play the audio. Have Ss listen and check the topic that Alex and Celia begin to discuss for each conversation. Tell Ss not to worry about the second column yet.

B (CD 3, Track 23)

- Go over the instructions.
- Play the audio again. Have Ss listen and write what each topic is changed to in the chart.

- **Option** Play the audio again. Have Ss listen and check their answers.
- **Option** Play the audio again. Ask Ss to listen for the expressions that Alex and Celia use to change and return to the topic (*1. You know, I just thought of something. / But to get back to what I was saying, . . . 2. That reminds me, . . . / Anyway, to finish what I was saying, . . . 3. By the way, . . . / As I was saying, . . .*).

4 Speaking Stick to the topic.

Learning objective: Change and return to the topic.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Direct Ss' attention to the words in the box.
- 1. Elicit examples of extreme sports (e.g., *sky diving, motocross, skateboarding*). Extreme sports have an element of danger.
- 2. Discuss the meaning of *fad*. Calling something a fad means that it is temporarily very popular, however many fads don't disappear completely. For example, inline skating was a fad of the 1990s, but it is still widely practiced, and the hula hoop has come in and out of fashion several times since its huge burst of popularity in the 1950s.
- Have Ss work individually to choose a topic and prepare what they will say about it.

B

- Read the example conversation with a volunteer. Take Part A and model how to continue the conversation, e.g., *I think that extreme sports are really amazing, and my favorite one of all is skateboarding.*
- Have Ss work in groups to discuss their topics and use the expressions for changing and returning to topic.
- Finally, tell Ss to check the "can do" statement if they can change and return to a topic. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 76
Self-study CD-ROM	Lesson B

LESSON C overview

Vocabulary: Verbs + prepositions

Grammar: Reported yes / no questions

Speaking: “Find someone who” activity about famous people

1 Vocabulary Verbs + prepositions

Learning objective: Use verbs + prepositions.

A (CD 3, Track 24)

- Direct Ss’ attention to the verbs in the box and the chart. Point out the chart headings.
- Go over the instructions.
- Have Ss work individually to write the verbs in the correct column in the chart.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

B

- Have Ss work individually to complete the questions.
- Go over the answers.
- Have Ss work in pairs to ask and answer the questions.
- Call on individuals to share their ideas. Ask if they see things in the same way as their partner. Have them describe any differences.

Extra activity Extension

For more practice with verbs + prepositions, have Ss work in pairs to write three more questions using verbs from the box in Exercise 1, Part A. Walk around and assist as necessary. Tell both partners to write the questions. Then have every S find a new partner to ask and answer their questions with.

2 Conversation Strange behavior

Learning objective: Practice a conversation about strange behavior; see reported yes / no questions in context.

A (CD 3, Track 25)

- Direct Ss’ attention to the picture to set the scene. Ask: *Where are they? What do you think their relationship is?*
- Go over the instructions. Play the audio. Have Ss answer the question as they listen and read silently. Go over the answer with the class.

Answer

Gina’s boyfriend

- Have Ss work in pairs to practice the conversation.
- **Option** Call on a pair to act it out for the class.

Classware Tip

After doing Part A, add a blank page. Have Ss work in pairs and discuss why Chad might be acting strangely. Encourage Ss to use the vocabulary from Exercise 1. Elicit answers from Ss and add to the blank page (e.g., *He could be worried about his job.*).

After several ideas are listed, do Part B. Ask: *Did you guess correctly?*

B (CD 3, Track 26)

- Go over the instructions. Explain that Ss are going to hear Marissa talking to Chad in this conversation.
- Play the audio. Have Ss listen for the answers to the questions.
- Go over the answers with the class.


Answers

Friday night, he was picking up an engagement ring. He’s planning on asking Gina to marry him Saturday night.

- **Option** Play the audio again. Have Ss listen for what Marissa says when she hears Chad’s explanation (*There are always two sides to every story.*). Discuss the meaning of that expression and how it applies to the unit theme of “perspectives” (*It means that there is always more than one perspective for any situation.*).

3 Grammar Reported yes / no questions

Learning objective: Practice reported yes / no questions.

 (CD 3, Track 27)

- Direct Ss' attention to the grammar box. Read aloud the explanation of reported yes / no questions.
- Focus on use. Point out that, as with reported statements, reported questions are used when you want to tell what someone asked without using their exact words.
- Focus on form:
 1. Have Ss identify the reporting verb in the reported questions (*asked*). Tell Ss they cannot use *say* or *tell* to report questions.
 2. Explain that the object pronoun after *ask* is optional. Say several of the sentences without the object pronoun (*He asked if I was free for dinner.*).
 3. Point out that reported yes / no questions use *if*, not *that*, and that *if* must always be included.
 4. Elicit the verb changes from direct to reported speech for each of the examples. Point out that the verb changes are the same as the ones they saw for reported statements.
 5. Direct Ss to look at the word order of the direct questions and the reported questions. Point out that reported questions use statement word order and verb form, e.g., if the verb is *be*, the reported question uses subject + verb word order. If the verb is simple present or simple past, the *do* auxiliary isn't used and the verb is conjugated.
- Refer Ss to the conversation in Exercise 2. Have Ss circle the examples of reported yes / no questions.
- Check comprehension. Ask: *What did Gina ask Chad? What did Chad ask Gina?*
- **Option** Ask: *What is Chad going to ask Gina on Saturday night? (He's going to ask her if she will marry him.)* Point out that reporting a yes / no question in the future does not require tense shifts, but it does require pronoun shifts and statement word order.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

Classware Revealing grammar page xxx

After the grammar presentation, follow the steps for *Revealing grammar* to review direct and reported questions. Hide the words in bold in the reported questions. Alternatively, hide the words in bold in the direct questions.

- Go over the instructions for the grammar exercise.
- Have Ss work individually to rewrite the questions as reported questions.

- Have Ss compare answers with a partner.
- Go over the answers with the class.
- **Option** Call on Ss to write their answers on the board.

4 Speaking Ask me anything!

Learning objective: Report what people ask.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Direct Ss' attention to the picture. Ask Ss if they know who the person in the picture is and what they know about him. Tell them to take a moment to think of a famous person they know something about.
- Go over the instructions and the example conversation. Emphasize that Ss should ask yes / no questions, not *Wh-* questions.
- Have Ss walk around the class asking and answering questions. Continue the activity until every S has spoken to at least three different partners.

B

- Go over the instructions. Point out that the example includes both a reported yes / no question and a reported statement.
- Call on a reporter from each group to share something interesting from the group discussion.

Extra activity Extension

After Ss have reported the questions and answers in their groups for Exercise 4, Part B, have them choose two or three examples to write out. Tell them that each example should include a reported question and a reported statement. Give the groups a sheet of poster paper and a marker or have them write on the board. Correct the use of reported speech as a class.

- Finally, tell Ss to check the "can do" statement if they can report what people ask. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 77-79
Self-study CD-ROM	Lesson C

LESSON D overview

Reading: “The Proust Questionnaire” (an interview)


Listening: Interview for the Proust Questionnaire

Writing: Questionnaire results

Speaking: Questionnaire about thoughts and values

1 Reading The Proust Questionnaire

Learning objective: Read and discuss a questionnaire; develop skills in reading for specific information.

 (CD 3, Track 28)

A

- Elicit answers to the question. If Ss respond with general questions like *What do you do?* and *Where are you from?*, encourage them to go further. Ask: *What if you want to know what kind of person they are? What they’re interested in? What they care about?*

B

- Set the scene. Explain that Ss are going to read a questionnaire connected to the writer Marcel Proust, who answered a similar questionnaire at age 13 and at age 20. Tell them that the picture is of Allie Davis, the teenager who answered the questions.
- Pre-teach any unfamiliar vocabulary.

Vocabulary

values beliefs about what is morally right and wrong

trait a quality in someone’s character

journey when you travel from one place to another

risks possibilities of something bad happening

regret to feel sorry about a situation

achievement when you succeed in doing something good

- Go over the instructions.
- Have Ss read the questionnaire and look for the answer to the question.
- Elicit the answers.

Answers

Her friends are the greatest love of her life. She’s happiest with people she loves. Her greatest achievement was meeting her friends.

- **Option** If your Ss enjoy reading aloud, have them work in pairs to take turns reading the questions and answers. Ask Ss who are uncomfortable reading aloud to follow along as their group members read.

C

- Go over the instructions. Have Ss read the questionnaire again silently.
- Have Ss work individually to write the information about Allie in the chart.
- **Option** Have Ss work in pairs to compare answers.
- Go over the answers with the class.
- Elicit any additional vocabulary questions.

Classware Tip

After doing Part C, zoom the section. Have volunteers come to the board and use the Pen tool to underline the section showing the location of the answer in the reading. Have Ss put the corresponding question number beside the underlined segment.

D

- Go over the instructions.
- Have Ss work in pairs to discuss the questions.
- Call on Ss for the answers. Ask: *Do you think this questionnaire tells us a lot about Allie’s personality? What does she care about? Do you think her answers will change as she gets older? In what ways?*

2 Listening Justin's turn

Learning objective: Develop skills in listening for specific information.

A (CD 3, Track 29)

- Set the scene. Explain that Ss will be hearing Allie ask her friend Justin some of the questions from Exercise 1.
- Go over the instructions.
- Play the audio. Have Ss listen and number the questions. Tell them not to worry about the *Answers* column for now.
- Go over the answers with the class.

B (CD 3, Track 29)

- Go over the instructions.
- Play the audio again. Have Ss write Justin's answers in the chart.
- Have Ss compare answers with a partner.
- **Option** Play the audio again. Have Ss check their answers.
- Go over the answers with the class.

Extra activity Extension

Tell Ss that Allie and Justin use a number of expressions to respond to each other in a friendly, encouraging way. Replay the audio and ask Ss to listen for the expressions. (*Nice. Good answer! I know what you mean. That's interesting.*) Write the responses on the board and encourage Ss to use them when they ask and answer questions with their partners.

3 Writing Questionnaire results

Learning objective: Write about questionnaire results.

A

- Go over the instructions.
- Have Ss work individually to write two questions and their own answers in the chart.
- Have Ss work in pairs to ask and answer questions. Tell them to write their partner's name in the chart as well as their answers.
- Have Ss switch partners and repeat the process.

B

- Go over the instructions and the model. Point out the introductory sentence and the use of reported speech.
- Have Ss work individually to write their paragraphs.

C

- Put Ss in groups and have them take turns reading their papers aloud to the group. Tell them to point out what they think is interesting in each other's writing and to ask if there's anything they don't understand.
- **Tip** When Ss read each other's writing, have them provide feedback by answering specific questions. Don't ask them to make general corrections. (They may be wrong!)

4 Speaking Imagine that!

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A

- Go over the instructions and the questions in the box. Elicit examples of superpowers (e.g., *flying*, *super-strength*, *invisibility*, etc.)
- Give Ss time to consider their own answers to the questions. Allow, but don't require, them to take notes.

B

- Have Ss work in pairs to ask and answer the questions.
- Tell Ss to write their partner's answers.

C

- Have Ss work in groups to report the most interesting information.
- Go around the room and take notes on errors you hear in reported speech.
- Write the errors you heard on the board. Encourage Ss to correct them.
- Finally, tell Ss to check the "can do" statement if they can discuss thoughts and values. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 80
Self-study CD-ROM	Lesson D

1 Quick pair review

Learning objective: Review reported speech, expressions for changing and returning to a topic, and verbs + prepositions.

Lesson A Test your partner!

- Go over the instructions. Read the example with a S.
- Have Ss work in pairs to take turns saying sentences in direct and reported speech. Set a time limit of one minute.
- Monitor and correct as needed.

Lesson B Do you remember?

- Go over the instructions.
- Have Ss work in pairs to circle the correct words. Set a time limit of one minute.
- Go over the answers with the class.

Lesson C Find out!

- Go over the instructions and the example conversation.
- Have Ss work in pairs to find two people they both depend on, worry about a lot, have heard about recently in the news, or plan on visiting soon. Remind them to speak in complete sentences. Set a time limit of two minutes.

Lesson D Give your opinion!

- Go over the instructions.
- Have Ss work in pairs. Tell them to work together so that they are both writing the same answers in their chart. Set a time limit of two minutes.
- Call on pairs to share their ideas.

2 In the real world

Learning objective: Write about other people's and your own opinion on a topic.

- Go over the instructions and the example.
- Have Ss research the information about their chosen topic online. Tell Ss to write about it at home.
- When Ss return to class, have them work in pairs or small groups to read what they wrote.

Extra activity Extension

As an alternative to or an extension of the activity in Part 2, have Ss develop a short oral presentation about their topic.

1. Ask Ss to print out a picture representing the art, kind of car, sport, or TV show they are talking about. They can use this picture as a prop during their presentation.

2. Ask Ss to begin their presentation by connecting their picture to what they will talk about, e.g., *This is a picture of a piece of art made with bottle caps. Some people say. . .*

3. Have Ss give their presentations in groups. Then form new groups and have Ss give their presentations again.