

4 How the world works

Overview

In this unit, students talk about processes. They practice introducing a process presentation and explaining the stages of a process. In preparation for their own process presentations, students look at brainstorming notes, complete a presentation outline, and listen to a model process presentation. They then practice inviting audience questions and, finally, research a process and prepare and give their own process presentations.

Lesson	Activities
Topic focus	Taking a trivia quiz; talking about process topics
Language focus	Introducing a process presentation; explaining a process
Organization focus	Focusing on brainstorming ideas and creating an outline for a process presentation
Presentation focus	Focusing on the introduction, body, and conclusion of a presentation; listening to a model process presentation: <i>Coffee Manufacturing: From Bean to Cup</i>
Presentation skills focus	Inviting audience questions; answering audience questions
Present yourself!	Researching a process; creating an outline; giving a presentation about the process

Topic focus

1 Trivia quiz

Page 44

Notes

Useful language

consumer product an item for sale in a store

culture shock a feeling of confusion when you are in a different culture

earthquake a sudden shaking movement in the ground

to elect to choose a person for a particular job by voting

geologist a scientist who studies rocks and the physical makeup of the earth

meteorologist a scientist who studies weather and climate

pixel the smallest unit of an image on a TV or computer screen

rainbow an arch of many colors that sometimes appears in the sky for a short time after rain
seismologist a scientist who studies earthquakes
surface the outer or top layer of something
trivia unimportant or little-known facts or details

Warm-up

- Books closed. Ask students if they watch quiz shows on TV. Find out which quiz shows they like to watch, and what kind of topics are usually included on quiz shows. Guide them to the idea that the kind of knowledge that is often on quiz shows is not really important to know, but is often fun and interesting.
- Explain or elicit the meaning of *trivia* (see *Notes* above). Tell students that they now will have the chance to test their trivia knowledge about how the world works.

A

- Tell students to open to page 44 in their Student's Books.
- Read the instructions aloud.

- Tell students to look over the quiz first and to circle any words they don't know. Encourage them to ask their classmates to explain any unfamiliar language. Then go over any language students still don't understand.
- Give students about five minutes to take the quiz. Encourage them to make guesses when they don't know an answer.
- Walk around the classroom, helping students as necessary.
- Have students compare answers in pairs. Then tell them to check their answers using the answer key at the bottom of the quiz.
- Ask for a few volunteers to share any questions they thought were especially challenging, quiz answers that surprised them, and information they already knew and how they knew it.

B

- Have students stay in their pairs from Exercise A.
- Read the instructions aloud.
- Give students about three minutes to write their quiz questions. Make sure students understand that they must know the correct answers to their questions.
- Walk around the classroom, helping students as necessary.
- Give students about five minutes to ask one another their quiz questions.
- To finish, have the whole class play a trivia quiz game. Divide the class into two teams. Have volunteers from each team take turns asking their quiz questions, and have the other team answer. Keep score on the board.

2 Process topics

Page 45

Notes

Useful language

ceremony a set of traditional or religious acts performed at a special occasion

conference a large, formal meeting at which there are groups of talks on a particular subject

cycle a series of stages, events, or steps that repeat themselves

to erupt to burst out suddenly or explode

formation the process by which something is formed or made

hybrid car a car that uses a combination of fuels to run (*hybrid* = mixed or blended)

process a series of actions to make something or achieve a particular result

tsunami a giant ocean wave; also called a tidal wave

volcano a mountain made from burned rock that may explode and throw out hot liquid rock (lava)

A

- Read the instructions aloud.
- Call on individual students to read the topics aloud. Explain any unfamiliar language.
- Give students a few minutes to read the conference schedule. Encourage them to ask their classmates to explain any unfamiliar language. Then go over any language students still don't understand.
- Point out the example answer.
- Give students about five minutes to match the presentations to the topics. Make sure students understand that they will need to use each topic more than once and that some presentations may match more than one topic.
- Walk around the classroom, helping students as necessary.
- Have students compare answers in pairs. Then ask for volunteers to share their answers with the class.

Answers

c: How Are Rainbows Formed?

a, d: Understanding the Internet

b: The Sleep Cycle

e: The Art of the Japanese Tea Ceremony

c: Tsunami Formation

a, d: How Text Messaging Works

a, d: How Hybrid Cars Work

a: Herbal Tea: A Growing Business

b: How Do People Hear?

e: The U.S. Election Process

a: The Secrets of Ice-Cream Making

c: Why Do Volcanoes Erupt?

B

- Combine pairs to form groups of four.
- Read the instructions aloud.
- Point out the written example.
- Give groups about five minutes to choose their topics and write their presentation titles.
- Walk around the classroom, helping students as necessary.

C

- Read the instructions aloud.
- Call on two students to read the model language aloud. Ask the class if anyone can finish the explanation of how thunder happens. (*... when warm air expands, as a result of electricity from lightning, and creates a sound.*)
- Ask for a volunteer from each group to share the group's presentation titles.
- As each title is read out, encourage students to share what they know about the topic.

Language focus

1 Introducing a process presentation Page 46

Notes

Useful language

- to cure** to solve a health problem
damage the harm done to an area, a building, or an object
disorder an illness of the mind or body
to influence to affect
to occur to happen
pollution dirt or chemicals that make air or water unclean and harmful to people, animals, and plants
to rescue to save
tide the rising and falling of the sea that happens twice every day

A Track 14

- Have students look at the pictures while you read the instructions aloud.
- Ask for volunteers to read the presentation titles below the pictures aloud. Explain any unfamiliar language.
- Play the audio program once or twice as needed.
- Have students compare answers in pairs before you go over the answers with the whole class.

Answers

1. **Kazu:** The Sleep Cycle
2. **Tami:** Tsunami Formation

B Track 14

- Read the instructions aloud.
- Give students about one minute to read the information. Explain any unfamiliar language.
- Play the audio program once or twice as needed.
- Ask for volunteers to share their answers with the class.

Answers

1. **Kazu:**
what the stages of sleep are called
when dreams are created
how the brain is affected
2. **Tami:**
which places are affected
what kinds of damage are caused
how the waves are formed

C

- Tell students that they are now going to play the roles of the two speakers from Exercises A and B: Kazu and Tami.
- Have students form pairs.
- Read the instructions aloud.

- Read the language in the box aloud, and have students repeat it. If necessary, encourage students to use this language when they do the activity.
- Point out the model language to help students get started.
- Give pairs about three minutes to introduce the presentations. Tell students they can use the information in Exercise B to help them.
- Walk around the classroom, helping students as necessary.
- Call on individual students to describe each presentation to the class.

2 How does it happen? Page 47

Notes

Useful language

- brain waves** the activity of the brain that can only be monitored on special medical equipment
drowsiness a feeling of sleepiness
heart rate the number of times that the heart beats in a given time
to investigate to look for and find out the facts about something
REM rapid eye movement
reporter a person who writes articles for newspapers or magazines
shore the coast or edge of land next to a body of water

Grammar tip

The passive voice

This lesson provides a good opportunity to teach (or review) the passive voice. Explain to students that the passive voice is often used when describing a process. It is formed by using the present or past of the verb *be* plus the past participle, for example, *are slowed*, *is lowered*, or *was destroyed*. Have students try to find all the examples of the passive voice in the *Language focus* lesson.

Warm-up

- Books closed. Write the two presentation titles from Exercise A on page 46 on the board (*The Sleep Cycle*, *Tsunami Formation*). Tell students that after they introduce the topic of a process presentation, they need to explain how the process happens.
- Have students form pairs or small groups so they can work together to come up with a brief explanation for how the two processes on the board happen. Encourage students to make guesses if they don't know the information.
- Elicit explanations from the pairs (or groups).

A Track 15

- Tell students to open to page 47 in their Student's Books.

- Read the instructions aloud.
- Point out to students that the first one has been matched for them.
- Ask for volunteers to read the information under *The stages* and *What happens* aloud. Explain any unfamiliar language.
- Give students about three minutes to match the stages to what happens.
- Play the audio program once or twice as needed and have students check their guesses. Then go over the answers with the whole class.

Answers

- a: The eyes first close.
 - b: The heart rate is lowered.
 - c: The brain waves are slowed.
 - d: Dreaming begins.
- a: The ocean floor moves suddenly.
 - b: The water level rises slightly.
 - c: The waves gain speed and strength.
 - d: Houses and buildings are destroyed.

B

- Have students form pairs.
- Read the instructions aloud.
- Read the language in the box aloud, and have students repeat it. If necessary, encourage them to use this language when they do the activity.
- Make sure students understand the difference between *named* and *unnamed* stages; use the example of numbers 1 and 2 in Exercise A. The stages in number 1 are named (drowsiness, light sleep, etc.), and the stages in number 2 are unnamed.
- Give pairs about five minutes to explain the processes in Exercise A. Encourage them to practice their explanations a few times, and then to try saying them without looking at the language in the box.
- Walk around the classroom, helping students as necessary.
- Play track 15 of the audio program one more time, so that students can hear the original explanations again.

C

- Have students change partners.
- Read the instructions aloud.
- Model the task by reading the model language aloud and calling on a student to complete it. Point out that the stages in this process are not named; therefore, they begin with the phrase, *In the (first) stage, . . .*
- Give pairs about five minutes to explain the process.
- Walk around the classroom, helping students as necessary.
- Ask for volunteers to explain the process to the class.

Teaching tip For higher-level classes, have students close their books and try explaining the process.

Organization focus

1 Nicole's process presentation Page 48

Notes

Useful language

- to brew** to make a drink by pouring water through dry, ground ingredients
- to grind** to crush something into very small pieces or into a powder
- to harvest** to pick or gather a crop that is ripe
- to process (food)** to prepare or treat food so that it can be sold or consumed
- raw** uncooked
- to roast** to cook by dry heat in an oven
- sack** a large bag, usually made of cloth or paper
- to sort** to separate into different types

A

- Tell students to open to page 48 in their Student's Books, but have them cover Exercises B and C and page 49. Tell them to look only at the picture while you read the instructions and the questions aloud.
- Elicit a few responses to the questions.

Possible answers

It's a coffee plantation (farm) in Brazil / Costa Rica / Hawaii.
The person is picking coffee beans.

- Tell students they are going to find out more information about the coffee-manufacturing process in this lesson and in the next lesson of the unit.

B

- Have students uncover their books.
- Read the instructions aloud.
- Have students look at the brainstorming notes and at the outline on page 49.
- Give students about two minutes to check the eight topics included in the outline.
- Go over the answers with the whole class.

Answers

A preview of the presentation
Second stage: processing
Recommendations for further research
A review of all the stages of the process
First stage: growing and harvesting
An interesting fact about the process
Third stage: roasting
Final stage: grinding and brewing

C

Teaching tip You may want to have students do this exercise in pairs, so they can help each other and share ideas.

- Read the instructions aloud.
- Give students time to read the notes. Explain any unfamiliar language.
- Give students about three minutes to complete the outline.
- Walk around the classroom, helping students as necessary.
- If students have been working individually, have them compare their answers in pairs.

2 Nicole's outline Track 16 Page 49

Notes

Useful language

to trade to buy and sell or to swap

- Read the instructions aloud.
- Play the audio program and have students follow along with the outline.
- Check answers by reading through the outline aloud and calling on individual students to say the missing information.

Answers

- I. B. 2. go over how raw beans are processed
II. A. 3. coffee cherries are picked by hand or machine
II. B. 3. beans are dried, sorted, put into sacks for shipping
II. C. 1. beans are heated to 240°C in roasting machine
II. D. 1. whole beans are crushed, mixed with hot water
III. A. 4. grinding and brewing

Presentation focus

1 Introduction Pages 50 and 51

Teaching tip Before doing this lesson, you may want to encourage students to review the vocabulary and language presented in Unit 4. Hand out a copy of the Unit 4 **Language summary** (Teacher's Manual page 55) to each student in the class. Alternatively, refer students to the appropriate sections in their Student's Books if they need help completing the tasks.

- Tell students they are now going to focus on each section of Nicole's presentation separately.
- Read the instructions aloud.
- Read the bullet points and the model language aloud. If necessary, remind students that the missing words in the presentation can all be found on pages 46 to 49.
- Give students about two minutes to read and complete the introduction.
- Walk around the classroom, helping students as necessary.

2 Body Pages 50 and 51

Notes

Useful language

Celsius the metric system of measuring temperature; also called centigrade

- Read the instructions aloud.
- Ask for a volunteer to read the bullet points aloud.
- Give students about three minutes to read and complete the body.
- Walk around the classroom, helping students as necessary.

3 Conclusion Pages 50 and 51

- Read the instructions aloud.
- Ask for a volunteer to read the bullet points and the model language aloud.
- Give students about two minutes to read and complete the conclusion.
- Walk around the classroom, helping students as necessary.

4 Nicole's presentation Track 16 Pages 50 and 51

- Read the instructions aloud.
- Have students compare answers in pairs.
- Play the audio program and have students check their answers.
- Call on individual students to write the correct answers on the board.

Answers

Introduction: product, In, over

Body: During, point, when, stage, third, final

Conclusion: harvesting, grinding

Teaching tip You may want to finish by having students discuss their ideas on the topic of coffee and coffee manufacturing. Write questions on the board, and have students discuss them in pairs or small groups. For example:

Do you drink coffee? Why or why not?

How much coffee do you usually drink in a day?

What is your favorite coffee shop?

Which coffee drink do you usually order?

Do you often make coffee at home? How do you make it?

Presentation skills focus

1 Inviting audience questions

Page 52

Notes

Useful language

to interrupt to stop someone from speaking

Warm-up

- Books closed. Ask students to think back to the introduction of Nicole's presentation. Ask, *What does Nicole say she will do when she finishes the presentation?* (Take questions from the audience.) If necessary, have students open to page 51 in their Student's Books and look again at the presentation.
- Tell students that in a process presentation, it is helpful to give the audience some time to ask questions if:
 - they didn't understand a part of the presentation and they want more details;
 - they want to confirm their notes;
 - they want more information about a point.
- Explain that in this lesson, students are going to practice inviting audience questions.

- ▼
- Tell students to open to page 52 in their Student's Books.
 - Read the information at the top of the page aloud.
 - Read the instructions aloud.
 - Call on individual students to read the sentences for inviting audience questions aloud. Explain any unfamiliar language.
 - Point out the example answer.
 - Give students about three minutes to write their answers.
 - Walk around the classroom, helping students as necessary.
 - Read the sentences aloud, and ask for volunteers to say whether they are used for inviting questions during or after the presentation.

Answers

D=during, A=after

A: I'll be happy to take your questions when I'm finished.

D: Feel free to interrupt me if you have questions.

D: If you have questions, please ask them at any time.

A: I'll take questions after the presentation.

A: Please hold your questions until the end.

D: Please stop me at any time if you have questions.

- Ask for a volunteer to read the presentation tip aloud.

2 Your turn

Page 53

A

- Read the instructions aloud.
- Give students time to read the beginnings of the introductions. Explain any unfamiliar language.
- Give students about five minutes to complete the introductions.
- Walk around the classroom, helping students as necessary.

B

- Have students form pairs.
- Read the instructions aloud.
- Give pairs about five minutes to share their introductions. Remind students to follow the presentation tip on page 52. Encourage them to also use the presentation skills they learned in earlier units (for example, making eye contact with the audience).
- Walk around the classroom, helping students as necessary.
- Call on a few students to share their introductions with the class.

C

- Have students change partners.
- Read the instructions aloud.
- Call on individual students to read the process topics aloud. Explain any unfamiliar language.
- Point out the model language to help students get started.
- Give pairs about five minutes to introduce the topic and invite audience questions. Remind students to follow the presentation tip on page 52. Encourage them to also use the presentation skills they learned in earlier units (for example, making eye contact with the audience).
- Ask for volunteers to present one of their introductions to the class.
- When students finish, tell them that they are now ready to begin planning their own process presentations.

Present yourself!

1 Brainstorming

Page 54

Teaching tip As this presentation requires students to do research on a process, plan to begin the brainstorming process in class. Then allot the remaining class time for students' research, and assign the rest of the research as homework.

- Read the assignment in the box at the top of the page aloud.
- Read the instructions aloud.
- Give students time to choose a process. If they need help doing this, refer them to pages 44 and 45 for ideas.
- Have students brainstorm information and complete their research. Remind students not to write complete sentences. They should brainstorm and research as much information as possible about the process and make brief notes.
- Walk around the classroom, helping students as necessary.
- If students need help, refer them to the example brainstorming notes on page 48 (Exercise B) in their Student's Books. Alternatively, have the class choose an example process. Then elicit some possible details for each brainstorming topic and write them on the board.

2 Organizing

Page 55

Teaching tip Depending on your available class time, you may want to have students start this activity in class and finish it as homework.

- Read the instructions aloud.
- Have students read the topics in the outline.
- Give students time to think of a presentation title and complete the outline.
- Walk around the classroom, helping students as necessary.

Teaching tip If students need more help organizing their outlines, you may want to collect the outlines and give written feedback on them to the students.

- Have students make their final notes on note cards. Remind them that they should speak from abbreviated notes written on note cards, and should not read out their presentations word for word.
- Remind students to practice their presentations.

Teaching tip If time allows, you may want to have students form pairs or groups and take turns practicing their presentations in class. Suggest that students ask a classmate to time the length of their presentations, and encourage them to make suggestions to help improve their classmates' presentations.

3 Presenting

Page 55

Teaching tip Depending on your class size, you will need to determine the best format (group or whole class) and time limit for students' presentations.

- Read the instructions aloud.
- Explain the format and time limit for students' presentations (see *Teaching tip* above). Make sure students understand that they will be expected to use the language and presentation skills they learned in Unit 4, as well as any appropriate language and skills they have learned in the course so far.
- If you plan to have students use the **Outline worksheet** and **Peer evaluation form**, or if you plan to use the **Assessment form** during students' presentations, be sure to make the appropriate number of copies before students begin their presentations.
- When students finish their presentations, have them complete the **Self-evaluation** on page 83 in their Student's Books.

Unit 4	Teacher's Manual page
Language summary	55
Outline worksheet	61
Peer evaluation form	64
Assessment form	65