Starting out

Organize students into pairs or groups of three. Explore the pictures with the class and ask them to discuss the questions. Then ask some members of the groups to share their answers with the class.

Unit aims

- Read and interpret an online news article and a statistical map.
- Recognize and use adjectives and nouns to describe feelings.
- Recognize and use the passive voice.
- Listen to a speech.
- Participate in a debate.
- Write a formal email.
**Reading**

**Activity 1**
Have students identify the characteristics of the text in order to justify their answers with the elements present therein (for example, the presence of the website address, the search field, the menu, hyperlinks in the body of text, etc.).

**Activity 2**
Ask students to read the text quickly, or only read the first paragraph, and choose the correct option. Check the answer with the whole class.
Activity 3
For this activity, ask students to read the questions first, in order to focus their attention on the information they need to find. After checking with the whole class, clarify any vocabulary doubts.

When explaining Activity 3, you can make suggestions to help students infer the meaning of the unknown words in the text by using different strategies, such as trying to identify cognates, identifying the position of the word in the sentence in order to define its grammatical category, and/or reading the paragraph in which a given word is inserted (as well as the previous one) so as to better understand the context.

Activity 5
Ask students to compare their answers and justify them in pairs before checking with the whole class. Then have students rewrite false statements correctly, based on elements from the text.
Vocabulary

Activity 1
Have students perform the activity individually. Then ask them which adjective they chose and have them justify their answer.

Activity 2
Have students do the activity individually and then, in pairs or in small groups, compare their choices. There may be variation in their choices. It would, therefore, be good to encourage students to give reasons for their choices. You can ask them to add other adjectives to the list and design an emoticon for each of the words.

Activity 4
Review the terms noun and adjective. Then ask what adjectives and nouns are equivalent to the words from the activity in their own language.

Answers
page 44: 1 unhappy 2 PE, NG, PE, PT/NT, NG, PT, NG, PT, NG, NG, NG, NG 3 They are negative. 4 a strong b difficult 5 Personal answers 6 f, i, a, c, d, h, j, b, e, k, g

page 45: 2 a True  b False  c True  d True  e False  f True  3 I was shocked by that. / I was being paid $25. / I was supposed to be up by 6 am. Understanding Language 1 a the action instead of the agent b a form of be + past participle c present simple 2 domestic work / immigrant women and women of color
Activity 1
Before asking students to read the definition of the term “entrepreneurship”, ask them to quote some characteristics of Natalicia Tracy, mentioned in the text on page 42, and write them on the board. When checking the activity, ask students to justify their answers and/or ask students what kind of entrepreneur Natalicia is.

Note: The word entrepreneur is pronounced /ˈɒntrəprənər/.

Activity 2
Ask students to do the activity individually and then compare answers in pairs or in small groups. When checking the task with the whole class, draw students’ attention to item e. You can ask them to identify the form of the main verb of each underlined section in the text. Since the main verbs in both sentences (celebrated and defined) are regular, students will probably not identify them as participles. If convenient, you can compare the sentences with the passive voice in their L1. If appropriate, have students play bingo with verbs in the past participle. Follow the steps below:

- Ask each student to draw a 3x3 grid in their notebook. Write some regular and irregular verbs on the board (for example, be, bring, come, direct, do, get, go, give, have, know, make, mean, pay, say, see, take, think, want, write, etc.) and ask them to choose nine of them and to write the past participles on their grid, including one in each box. Remind them that some are regular and others are not. If necessary, briefly review beforehand.
  - Randomly, call out the participle of each of the verbs listed. Students circle the verbs in their grid as you call them out.
  - The first student to circle all the verbs in his/her grid (or in a row if you prefer) wins the game.
Activity 5

Ask students to skim the plots of the films so as to get the general ideas. This theme could be delicate for some students, so it is recommended to avoid personal questions about domestic violence and to take the opportunity to discuss the importance of preventing and reporting any form of violence.

- Look at the sentences you wrote in Activity 3. Analyze the verb tenses they are in and choose the correct option.
  
  The sentences are about
  
  □ the present.
  □ the past.
  □ the future.

- Read the movie story lines below and complete the sentence. Then, in each story line, use the verbs in parentheses in the passive voice to complete them.
  
The movies are all related to___________.

  **Title:** Provoked: A True Story  
  **Director:** Jag Mehta  
  **Country:** India, 2007

  **Plot:** Provoked, based [base] on the true story of Kiranjit Ahluwalia, a Punjabi woman. She [suffered] sexual abuse in her marriage and was forced to leave her husband. The trial [considered] her story unfair and [canceled] [cancel] her case.

  **Title:** The Color Purple
  **Director:** Steven Spielberg  
  **Country:** USA, 1985

  **Plot:** This film, directed by Steven Spielberg, is based on the novel by Alice Walker and is considered [considered] one of the best films in the history of cinema.

  **Title:** The Promise
  **Director:** Baltasar Kormákur  
  **Country:** USA, 1999

  **Plot:** This movie is based on a true story. Lisa [encouraged] her sister to leave her violent husband.

- Order the words to write questions in the passive voice about the movies in Activity 5.
  
  a. movie / produced / Provoked / the / was / where / ?
   
  b. by / directed / The Color Purple / was / ?
   
  c. when / was / The Promise / was / released / ?
   
  d. who / won / prize / Defending Our Lives / was / ?

- Read the story lines in Activity 5 again and answer the questions in Activity 6.
  
  a. The movie Provoked has produced in India.
   
  b. The Color Purple was directed by Steven Spielberg.
   
  c. The Promise was launched in 1999.
   

Reading the items with students and, if necessary, clarify vocabulary. Remind students that they do not need to understand the whole speech, but rather to concentrate on identifying the information requested. Play the audio more than once if necessary.

Listening

Activity 1
Ask students to analyze the slogan and sentences and to do the activity individually. Before checking the answer with the whole class, ask them to compare it with that of a classmate.

Activity 2
The audio was extracted from the video “President Obama’s Message at the 2015 Grammy Awards,” available at: <https://www.youtube.com/watch?v=NEx-qyZAmqs> (Accessed in January 2019.).

Answers

page 46: 4 the past, 5 women, a based / sentenced / considered / canceled, b nominated / canceled, c encouraged, d awarded / incarcerated

6 a Where was the movie *Provoked* produced? b Who was *The Color Purple* directed by? c When was *The Promise* launched? d When was *Defending Our Lives* awarded a prize?

7 a The movie *Provoked* was produced in India. b *The Color Purple* was directed by Steven Spielberg. c *The Promise* was launched in 1999. d *Defending Our Lives* was awarded a prize in 1993. 8 Personal answers

page 47: 1 a, 2 b, 3 a, 4 Personal answers
**Speaking**

**Activity 1**
Read the items with the class, but ask students to note their answers individually and to avoid sharing ideas at this stage, as this will take place later.

**Activity 2**
Ask students to do this activity in class or at home so they have more time to research and to formulate arguments.

**Activity 4**
Organize students into groups of three or four. Generally, students feel more comfortable and less distracted when speaking in smaller groups rather than to the whole class. Follow the discussions and encourage students to speak as much English as possible during the debate.

If you wish to expand the topic, you can have students read the speech by the British actress Emma Watson, in her role as Goodwill Ambassador for UN Women, delivered in 2014 on equal rights. The original speech is available on the United Nations’ site at: [https://www.youtube.com/watch?v=gkjW9PZBRfk](https://www.youtube.com/watch?v=gkjW9PZBRfk) (Accessed in January 2019).

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**Answers**

**page 48:** 1 & 2 Personal answers 3

<table>
<thead>
<tr>
<th>Giving / Asking for opinion</th>
<th>Agreeing</th>
<th>Disagreeing</th>
<th>Interrupting</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my opinion...</td>
<td>That’s so true.</td>
<td>I disagree.</td>
<td>I’m sorry, but...</td>
</tr>
<tr>
<td>What do you think?</td>
<td>I agree.</td>
<td>Not necessarily.</td>
<td>Excuse me, but...</td>
</tr>
<tr>
<td>I think...</td>
<td>Exactly.</td>
<td>I don’t think so.</td>
<td>Sorry to interrupt, but...</td>
</tr>
</tbody>
</table>

**page 49:** 1 b 2 Dear Sir / Madam, / My name is Amy Peticov. / I am writing because / I look forward to hearing from you. / Yours faithfully,
Writing

Activity 2

When checking this activity, mention that the underlined sections illustrate the genre well and can serve as a reference for students when writing future formal emails. It is a good idea, for example, for them to introduce themselves at the beginning of the message, to indicate the purpose of the text, and to use greetings and closing words that are appropriate in this kind of communication.

Activity 3

Read the step-by-step guidelines with the whole class and clarify any questions. You can ask students to do part of the activity at home, so students can research information on the organizations that defend these rights.

There are many sites that seek to help people write emails in English that are clear and appropriate with regard to the degree of (in)formality. Some options are: <https://www.speaklanguages.com/english/phrases/writing-letters-and-emails> and <https://www.dailywritingtips.com/email-etiquette/> (Both accessed in January 2019.).

Macmillan Life Skills – Study Skills

After finishing the activities in the Writing section, you may use the worksheets related to study skills available at the Teacher’s Resource Centre. As you will see explained in more detail in the specific Teacher’s Notes for this task, it is important for students to develop study skills not only for the classroom, but also for life. In this particular task, students will do a number of activities that aim at encouraging them to think about their own study skills and ways in which they can be improved. Make sure you have the necessary copies for all students.

Suggested website

Self-assessment

Designed to develop the learners’ responsibility for their own learning, in this section students are led to become aware of their strengths and weaknesses in order to foster self-reflection on the learning process. By identifying their weaknesses, students can ask for help from a classmate, redo some activities, focus on the activities of the Review sections, refer to the Grammar Reference or perform the Workbook activities. Ideally, students always have a sense of success or the desire to get it, and thus they devote more effort to learning.

Successful learning experiences are the driving force for the desire to learn more and better.

Having Fun!

This is the last section in each unit. It provides students with fun activities like solving a crossword puzzle, a wordsearch or riddles. These activities are not only meant to be performed at the end of the unit; they can be done at the beginning or at the end of a class, or during a lesson as a moment of relaxation.

Answers

page 50: Having Fun! scared, embarrassed, calm, disappointed, annoyed, angry, surprised / feelings

page 51: 1

<table>
<thead>
<tr>
<th>Advice</th>
<th>Possibility</th>
<th>Obligation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>b, c, f, h</td>
<td>d, e, g</td>
</tr>
</tbody>
</table>
Review

These pages with extra activities aim to create systematic opportunities of learning the content presented in the units. The activities proposed in this section are based on the reading of different genres and can be done in class or as homework, individually or in pairs (or in larger groups). You may freely decide when and how the activities should be addressed, so that their achievement can create favorable conditions for the appropriation of language.
2. Complete the chart with the words from the box. Decide if they are adjectives or nouns and if they are positive or negative.

<table>
<thead>
<tr>
<th>Positive adjectives</th>
<th>Negative adjectives</th>
<th>Positive nouns</th>
<th>Negative nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>calm, happy</td>
<td>embarrassed, hurt</td>
<td>excitement</td>
<td>anger</td>
</tr>
<tr>
<td></td>
<td></td>
<td>generosity, intelligence</td>
<td>disappointment, sadness</td>
</tr>
</tbody>
</table>

3. Underline the correct option to complete these fun facts about three big Internet companies.

a. Users can search for content in 35 non-English languages, including Chinese, Greek, Icelandic, Hebrew, Hungarian and Estonian. To date, no requests have been received from beyond the earth's orbit, but Google has a Klingon interface if they decide to make it more common.

b. Sergey Brin and Larry Page didn't know much about HTML. That's why the first homepage had a very basic title.

c. Google's core service was a file-sharing program called PageRank. Each page is assigned a rank that determines its position in the search engine. But the term is not taken from its function; it's actually named after co-founder Larry Page, who in the early days called it 'Backlink.'

d. Bill Gates wrote a computer scheduling program for his school. He named the program's interface that he placed a computer in closer with mostly female students.

e. Microsoft Excel was introduced in 1985, a year before Office was released for Windows.


The original Apple logo had Isaac Newton sitting under an apple tree. It replaced / was replaced by the one we are more familiar with.

Answers
page 52: 2

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Negative adjectives</th>
<th>Positive nouns</th>
<th>Negative nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>calm, happy</td>
<td>embarrassed, tired</td>
<td>excitement, generosity, intelligence</td>
<td>anger, disappointment, sadness</td>
</tr>
</tbody>
</table>

3. a. have been received  
   b. didn’t know  
   c. was called  
   d. wrote / was placed  
   e. was introduced  
   f. named  
   g. was replaced

page 53: Starting out  
Personal answers