

READING 1	Using topic sentences to understand main ideas
READING 2	Identifying arguments and opinions
STUDY SKILL	Reflective learning journals
VOCABULARY	Giving your opinion
GRAMMAR	Discourse markers of contrast and comparison
WRITING	Writing a balanced opinion

Warm-up

If the class is newly formed, you could start the lesson with a “getting-to-know-you” activity: Students mingle and greet each other while finding out names and nationality (if relevant). Model this for the students before they start by greeting the class, giving your name and nationality, and saying basic information about yourself.

Discussion point

Check that everyone understands the words *attitude* (= someone’s opinions or feelings about something), *polite* (= behaving in a pleasant way, following the usual rules), and *greet* (= to behave in a friendly way when you meet someone). Students then discuss the three questions in pairs. After a few minutes, ask pairs to join to form small groups and compare their ideas. Elicit whole-class feedback, including comments on how the students greeted each other in the warm-up mingling exercise (if appropriate). Write useful key vocabulary on the board.

VIDEO

Before you watch

Introduce the topic of the video and ask students to discuss the three situations, deciding what is polite behavior in their culture. To extend the discussion, ask students if they can (a) identify alternative acceptable behavior from other cultures in these situations; and (b) explain how people in their own culture might respond if someone broke the rules in their presence. Monitor and provide feedback as a class.

While you watch

Give students time to read the questions before playing the video. Then, ask the students to predict the answers at this point. Students then watch the video all the

way through to check. Tell students it’s not important to understand everything in the video. You can turn on the subtitles if you think your students will benefit from them.

ANSWERS

1 a 2 b 3 a

See page 89 for the video script.

After you watch

Put students into pairs and ask them to discuss the questions. For questions 1 and 3, encourage students to think of arguments for both sides, as a way to develop critical thinking by exploring different viewpoints. Provide feedback as a class.

READING 1

What does *polite* mean to you?

A Vocabulary preview

- Students work alone to complete the sentences, and then they check in pairs. Go through the answers with the class. Students can also complete the Vocabulary preview as homework before class.

ANSWERS

1 rude 2 Social media 3 behavior 4 manners
5 judge 6 Smiling 7 tip 8 consider

- Students then check the sentences they agree with and compare with a partner. Encourage students to take the discussion further by explaining and justifying their opinions.

B Before you read

- Check that everyone understands *acceptable* (= considered by most people to be something that is allowed) and *interrupting* (= doing or saying something to stop someone when they are speaking or doing something). In addition, elicit some examples of public transportation. Students then work alone to complete the quiz.
- Students compare and discuss their choices in pairs. Encourage them to ask follow-up questions (e.g., *Why do you think it is acceptable to ... ?*). After a few minutes, open up the discussion, focusing on the biggest differences in opinion.

C Global reading

Using topic sentences to understand main ideas

Elicit students' ideas on what topic sentences are, and then ask them to read the information in the *Using topic sentences to understand main ideas* box to check. Ask concept questions to check understanding (e.g., *Where are topic sentences usually found in a paragraph? How can they help your reading?*).

Exam skills

Elicit from the class how using topic sentences can help on exams such as IELTS and TOEFL. (**Possible answer:** On the reading test, you often need to locate specific topics or information. Using topic sentences helps you to find the information quickly, rather than reading through each paragraph until you reach the right place.)

- 1 Give students time to read the text and underline the topic sentences in paragraphs 2–4. Check answers as a whole class.

ANSWERS

Paragraph 2: *Some phrases are not really used for their actual meaning but as polite social phrases.*

Paragraph 3: *From tipping, to smiling, and how you eat, there are different ways to show politeness across the world.*

Paragraph 4: *Cell phones have changed what is considered polite behavior in many situations.*

- 2 Refer students back to the information in the skills box and highlight that the topic sentences contain the main idea of the paragraph. Students then match the main ideas 1–3 with paragraphs 2–4 in the text.

ANSWERS

A paragraph 2 B paragraph 4 C paragraph 3

D Close reading

Scanning

Exam skills

Before referring to the exercise, check what students know about scanning. To clarify, ask: *What is the difference between skimming and scanning?* (Skimming is when your eyes pass over the text quickly, without reading every word, in order to understand the general idea. Scanning is searching quickly through a text for specific information.) Also ask: *How does using topic sentences help with scanning and finding information?* (Topic sentences identify the main idea of the paragraphs. This means you can quickly find the area you need to scan for specific information, rather than scanning the whole text.)

Ask students where they might read a text like *What does polite mean to you?* and what type of audience it might be particularly useful for (**Possible answers:** on a website, in a welcome pack for international students or travelers, in an inflight magazine, in a travel publication where it would be useful for people about to travel to, work in, or study in international environments). Ask students to scan the text again and then identify the type of information missing from the paragraph. Elicit which paragraphs are likely to contain each piece of information. Then, ask students to complete the missing words and phrases. Ask students to check in pairs, and then check as a class.

ANSWERS

1 “You’re welcome” 2 “No problem” 3 tipping
4 left hand 5 having your phone 6 older people

E Critical thinking

Supporting critical thinking

Critical thinking involves being able to view a situation from perspectives other than your own and to explore reasons why people may hold different views. The first question here explores the students' own viewpoints before asking them to examine other people's. The second question asks students to compare and justify their own views concerning different generations and politeness. Students work in small groups to discuss the questions. Refer students back to the *Vocabulary preview* section on page 10 and suggest that they use some of the words in their discussions. Encourage students to explore each other's views with further questions. Allow plenty of time for the discussion. When they are ready, ask volunteers to report back to the class.

STUDY SKILLS

Reflective learning journals

Students close their books. Write the phrase *study skills* on the board and elicit from the class what it might mean (**Possible answer:** Things we can do to be more successful in our studies).

- 1 Review the academic and language learning challenges listed and ask students to rank them from the easiest to the most difficult. Ask students to list any more they can think of and rank these.
- 2 Tell students to compare their line with a partner. Encourage students to explain their own rankings, but remind them there is no right or wrong answer. It is a matter of personal opinion.

- Students read through the *Reflective learning journals* box. Elicit student experience of using learning journals (what, when, where, why). Ask students in pairs to discuss and note ideas to question 3 and share these as a whole class.
- Ask students to read through the questions and select their personal choices. Encourage students to compare their choices with a partner and explain the reasons behind these choices.

Before moving on to the next section, highlight that to build their study skills, students should review the study skills they have covered as they progress through the units in the book, trying to put the skills into practice and using them in a regular systematic, independent way.

READING 2

Social media society

Warm-up

Briefly describe your social media use (see questions below). Then ask students if they regard themselves as light, average, or heavy users of social media. Say they are going to establish a rough average profile for social media use in the class. Ask the class to answer the following questions: *How long do you spend on social media each day? How many different social media sites do you use? How many people are you connected to on social media?* Ask a student to note the numbers, or do this yourself. Then calculate the average and display it. Discuss student reactions to the average profile and their own use in relation to this.

A Vocabulary preview

- Students work alone to match the words and definitions. After a few minutes, ask them to check in pairs, using dictionaries if they have them. Then check answers as a whole class. Check pronunciation of *anxious* /'æŋkʃəs/ and *cruel* /'kruəl/.

ANSWERS

1 d 2 a 3 c 4 f 5 h 6 b 7 g 8 e

- Students work alone to complete the questions. Go through the answers with the class.

ANSWERS

1 sites 2 post 3 pages 4 hurt 5 opinions
6 cruel 7 anxious 8 attention

- Ask the students to discuss the questions with a partner. Then ask for feedback as a whole class.

Extension activity

The questions in Exercise 2 could be used as part of a class or outside-of-class survey. For ease of recording answers, options could be provided for questions 1 and 6 because these are open questions and the rest are Yes / No questions (e.g., for question 1: Twitter, YouTube, Facebook, etc. and for question 6: Suggest your friend talks to someone they trust, e.g., a family member, employer, or teacher. Suggest they block messages and emails but save evidence by keeping a record of dates of emails and text messages, etc. Suggest they report any offensive messages, videos, photographs, etc., to the Internet service provider or cell-phone service provider). Ask students to write two or three other topic-related questions to add to these. The survey can be conducted in class or outside of the class, with results compiled and compared during the next class together.

B Before you read

Predicting

Ask the students what they can do before reading a text so they can understand what it might be about and write some suggestions on the board (**Possible answers:** read the title, look at any accompanying images, read the first line). Explain to students that doing these things helps them to make predictions about the content of the text. This in turn, helps students to relate the information in the text to their own knowledge, experience, and expectations.

Ask students to look at the image, read the first sentence, and discuss their predictions with a partner.

C Global reading

Identifying arguments and opinions

Elicit an argument for, and a related argument against, social media from the class and highlight that opposite arguments can often be found for the same topic. Ask students to read through the *Identifying arguments and opinions* box. Check with students how *however* is used (e.g., to introduce an opposing idea).

- Set a short time limit and ask students to read the text quickly to check predictions.
- Ask students to read the text and highlight the phrases that show an argument or opinion being presented. Give time for students to compare their highlighted phrases with a partner before checking as a whole class.

ANSWERS

- paragraph 2:** Many people argue, Some people think
paragraph 3: However, other people believe
paragraph 4: Some think
paragraph 5: Some argue
paragraph 6: is now often considered

Exam skills

Reading texts on exams such as IELTS and TOEFL often contain more than just facts and information. Arguments and opinions are presented and the reader needs to be able to recognize these. Looking for keywords and phrases is an effective and efficient way to identify arguments and follow the logical connections the writer is making. Highlighting these words and phrases helps the reader to understand what is fact and what is argument or opinion.

- 3 Ask students to match the arguments with the paragraphs. Go through the answers with the class.

ANSWERS

A 4 B 2 C 3 D 5 E 7 F 6

D Close reading

Analyzing opinions

Ask students to read the text again and mark the statements *Y* (Yes), *N* (No), or *NG* (Not Given). For Yes and No, ask the students to highlight the parts of the text that helped them to decide. Allow students time to compare their answers with a partner, reviewing the text and their own answers, before checking answers as a whole class.

Exam skills

The exercise type (*Yes / No / Not Given*) is very common on exams such as IELTS. Highlight to students that it is important to remember that they are being tested on their understanding of the text, not any knowledge or experience they may already have of the topic. They should focus only on the information given in the text. If there is no information, then the answer is *Not Given*.

ANSWERS

- 1 Yes 2 No (Para 2: Research around the world suggests this is not only a Japanese problem but one that exists around the world.) 3 Not Given 4 No (Para 5: When we see the lives of celebrities and profiles of companies, many people forget that it is carefully created and not real.) 5 Not Given 6 No (Para 8: On the other hand, it also makes many people feel more anxious about their own image, creates false friendship groups, and many people are less patient.) 7 Not Given 8 Yes

E Critical thinking

Understanding and being able to articulate our own views is important. However, for deeper critical thinking, our own opinions benefit from comparison with other people's. We need to be able to explain, expand on, and justify our own views, providing reasons and support. However, at the same time, we need to be open to other viewpoints, and, at times, accept the need to change or modify our own views.

- 1 Ask students to decide if they agree or disagree with the statements.
- 2 Ask students to discuss the statements and compare their opinions in small groups. Encourage development of the discussion through students asking follow-up questions. Ask if anyone changed any of their opinions as a result of the discussion. Give feedback as a class.

Exam skills

Part 3 of the IELTS Speaking Test focuses on a discussion of the candidate's views on a range of related topics. The candidate is expected to expand on, justify, and clarify ideas put forward. Students should always try to participate fully in opportunities to do this in class. Equally, as the information on reflective journals highlighted that writing our thoughts can help to clarify them, so can putting our opinions into words and having to support them.

VOCABULARY

Vocabulary development

Phrases for giving opinions

Tell students to close their books. Write *I think* on the board and elicit related words and phrases from the students, adding their suggestions to the board. Group similar words together, e.g., *believe, feel, find*.

- 1 Open books and identify any phrases on the board that appear in Exercise 1. Then ask students to match the words.

ANSWERS

- a I find; in my experience; in my opinion; I feel
b completely; to some extent
c disagree; agree with

- 2 Students choose the best word to complete the sentences. Early finishers can discuss their views of the statements.

ANSWERS

- 1 disagree 2 find 3 completely 4 to some extent
5 In my experience 6 agree with 7 In my opinion
8 feel

- 3 Give students a few minutes to review the statements and consider their own views. Encourage them to make notes on their ideas to prepare. Put students into pairs and set a time limit for the discussion of the three statements, reminding students to use the phrases and words from Exercise 1. Ask students to report back to the class about the statements they disagreed on.

Extension activity

Ask students, in pairs, to write two or three more statements similar to those in Exercise 3. They should then exchange these with other pairs and discuss the statements they receive, practicing the language from this section.

VOCABULARY

Academic words

- 1 Students work alone to match the words with the definitions. Ask students to check in pairs, and then check as a class. Check that students can pronounce all the words and focus particularly on the word stress of *appropriate* /ə'prəʊpriət/, *ignore* /ɪg'nɔːr/, and *reaction* /ri'ækʃ(ə)n/.

ANSWERS

- 1 f 2 b 3 a 4 d 5 c 6 g 7 e 8 h

- 2 Students work alone to complete the paragraph with the words from Exercise 1. Give students time to check in pairs, and then check as a class.

ANSWERS

- 1 appropriate 2 trend 3 network 4 factor
5 reaction 6 attitude 7 version 8 ignore

- 3 Encourage students to use the target words while discussing the questions with a partner. To develop the discussion further after a few minutes, put pairs together to form small groups. Ask volunteers to report back to the class.

WRITING

Writing model

Ask students to read through the information about the writing task and what they are going to cover in this section of study. Highlight that all the work done in this section will build towards the final task, supporting the students and helping them to produce a quality piece of writing.

Warm-up

Students close their books. At the top of the board write *Social media has had a negative effect on young people's behavior*, and then divide the rest of the board into two columns with the titles *Agree* and *Disagree*. Give the students a few minutes, in pairs or small groups, to think of arguments agreeing and disagreeing. When they are ready, ask volunteers to share their ideas and make a note of them in the columns on the board.

A Analyze

Ask students to read the model and complete the table. If you have used the Warm-up activity above, ask students to identify any new ideas covered in the model, not included in the ideas on the board.

ANSWERS

Agree

children less social with adults
parents feel anxious
parents cannot read their children's posts

Disagree

gives children more opportunities to socialize with friends
children who cannot play outside have an online network
children had difficult relationships with parents before social media

B Model

- 1 Ask students to highlight the phrases in the text and to identify which side of the argument is given first.

ANSWERS

- 1 *some people think; They argue that; some people feel*
2 agree side

- 2 Elicit from students the writer's point of view and how they know.

ANSWER

The disagree side—I agree with the second opinion ...

- 3 Students discuss the questions in pairs.

Extension activity

Ask students to review each of the vocabulary sections in the unit. They should review the meaning and pronunciation of the words. Ask them to also make a note of the words (or a set number of words, e.g., eight, on prompt cards.) Encourage the students to use these words in discussion and writing throughout the remainder of the unit, starting with the discussion in Exercise 3.

GRAMMAR

Discourse markers of contrast and comparison

Warm-up

Ask students to close their books. On one side of the board write *Social media helps us to communicate with more people*. On the other side write *We spend less time with our friends and family*. Underneath this write *Going out and meeting friends gives us the opportunity to communicate*. Ask students which pairs of sentences make a contrasting point (first sentence + *We spend less time with our friends and family*) and which makes a point showing how things are similar (first sentence + *Going out and meeting friends gives us the opportunity to communicate*). Ask students to match the discourse markers *however* and *equally* to the pairs of sentences. Elicit other examples of contrasting and comparison statements.

Give students time to read through the information in the *Discourse markers of contrast and comparison* box. Ask students to focus on the differences in punctuation, depending on the discourse marker used.

- 1 Ask students to work through the statements on their own before discussing their answers with a partner. Encourage students to read the complete statement in detail, and not only respond to the discourse marker. This will help them to understand the use of the discourse marker in context (which will help them with the following exercise). Elicit the main ideas from each statement in the students' own words. Give feedback as a class.

ANSWERS

1 D 2 D 3 D 4 D 5 S 6 D 7 S 8 S 9 D

- 2 Remind students to read the sentences carefully and to the end, taking note of any relevant punctuation before deciding which discourse marker to use. Students need to identify the distinct ideas and whether they are similar or different.

ANSWERS

1 c 2 b 3 b 4 a 5 c 6 c 7 b

- 3 Students combine the sentences using the discourse markers. Encourage them to refer back to the sentences in Exercises 1 and 2 and the information in the skills box to check the correct structures for each discourse marker.

ANSWERS

- 1 Both students and teachers find cell phones in the classrooms rude. / Both teachers and students find cell phones in the classroom rude.
2 Talking loudly on the train is rude. However, it is often necessary.
3 People should not worry about "likes" on social media. Similarly, they should not worry about negative comments.
4 On the one hand, people need to stay connected through social media. On the other hand, they should limit their use.
- 4 Ask students to discuss with a partner whether they agree or disagree with the sentences in Exercise 3. Ask them to give reasons for their opinions. Encourage them to use language from throughout the unit as they do this. Ask students to report back and help them to summarize the key points of their discussion (e.g., *While you agree on this point, you don't have the same reasons for your views*).

WRITING

Writing skill

Writing a balanced opinion

Warm-up

Ask students to close their books. On the board write the short paragraph:

I agree that social media is very bad for everyone. It is rude to use it when you are with other people.

Ask the following questions about the paragraph and encourage discussion and justification of the students' answers:

How many viewpoints does it give? (one) Are there any supporting reasons? (no) Is it a balanced opinion? (no)

Ask the students to read through the information in the *Writing a balanced opinion* box. If you included the warm-up activity, elicit what is missing from the paragraph on the board (alternative viewpoint and supporting reasons).

- 1 Students can work in pairs to complete the table. Go through answers with the class.

ANSWERS

Stating the first viewpoint: *Some people believe; One argument is*

Stating an alternative view: *Others feel that; Another argument is*

Giving the author's view: *I feel that; In my opinion; In my experience*

- 2 Ask students to put the sentences in order. When they finish, ask them to read through the complete set of sentences in order to check the structure and flow of the argument, focusing on the phrases in context.

ANSWERS

1 C 2 A 3 G 4 F 5 B 6 H 7 D 8 E

- 3 Students label the function of each sentence and check in pairs.

ANSWERS

a viewpoint: B, C

a reason: A, D, F, G, H

personal opinion: E

- 4 Ask students which view they agree with and to discuss their opinions with a partner. Then report back to the class.

Extension activity

Divide the class into two groups, Group A in support of the argument and Group B against the argument (irrespective of students' own personal views). Pair students from Group A with students from Group B. Ask students to debate the argument in their pairs. Give feedback as a class on the experience at the end.

WRITING

Writing task

Brainstorm

Review the writing task as a class. Then ask the students to complete the table with their ideas. Remind them that this is a brainstorm stage, so there is no right or wrong answer. After a few minutes, put the students in pairs to share their ideas. Give feedback as a class, adding ideas to a table on the board.

Plan

On their own, students identify two arguments to agree with and two to disagree with. Ask the students to select the ideas they find most interesting or have the strongest reaction to, as these are the ideas they will use in their essay. They should then make a note of an example for each.

When students have thought of an example for each of the ideas, ask them to then work in pairs. They should explain the arguments they have chosen and give their examples. As noted before, explaining to others often helps to clarify arguments and ideas. Give students the opportunity to make further notes or change their arguments and/or examples if they wish.

Write

Students complete the writing task in class or as a take-home activity. Highlight the elements that should be included, as listed in the task instructions.

Share

Tell students to look at the checklist on page 189. They use the checklist to compare their writing in pairs and offer suggestions for improvement.

Rewrite and edit

Students read their partner's comments and rewrite and revise their text, checking for errors and paying particular attention to structure and use of discourse markers.

Wordlist

Students work in pairs or small groups to work through the wordlist, checking that they all remember what each word or phrase means, how to pronounce it, and how it was used in the unit. Go through the list carefully with the class.

Academic words review

Students work through the sentences, check in pairs, and report back to the class.

ANSWERS

1 version 2 network 3 ignore 4 trends
5 appropriate

Unit review

Students work through the list alone to decide what they can and can't do. They discuss their answers in pairs, including what they remember from the unit about each point. Finally, open up the discussion to include the whole class. Pay particular attention to any boxes that the students didn't check. Explore with them ways of overcoming any remaining problems.

Extra research task

As a take-home activity, ask students to research one of the two topics in the reading sections of the unit (politeness and culture, the effect of social media) looking for interesting infographics, images, or reports they can share with their fellow students in the following class.