LISTENING 1	Listening for reference
LISTENING 2	Listening for topic shifts
STUDY SKILL	Identifying your current skills
VOCABULARY	Suffixes
GRAMMAR	Connecting past actions with subordinating conjunctions
SPEAKING	Expressing interest in ideas you hear

Warm-up

Write the following questions on the board:

1 What are some situations where you might need to prove your identity?

2 What documents, etc., could you use to prove your identity?

3 Why might somebody change their identity?

Students work in small groups to brainstorm at least five answers to each question. Encourage them to think creatively, and not simply to think of five similar answers to each question. When they are ready, elicit a range of answers from the class. You could use question 3 to explore the concept of identity, i.e., whether it refers to things like your name and ID numbers, or something deeper about you as a person. You could also discuss whether people should be allowed to change their identity, for example in order to start a new life.

Possible answers: 1 *Opening a bank account; enrolling at a university; taking an exam; traveling abroad; buying a house; etc.*; 2 *A passport; an identity (ID) card; a birth certificate; an official letter or bill (e.g., from a telephone company); a photo of you in your school yearbook; etc.;* 3 *Many people change their name after getting married; you might need new identity documents after moving to a new address or a new country; a criminal might change his/her identity to avoid being caught; a witness to a crime might change his/her identity to avoid being attacked by criminals; etc.*

Discussion point

Students work in pairs to discuss the infographic and answer the three questions. At the end, open up the discussion to include the whole class.

Extension activity

Use these questions to check that everyone understands the useful vocabulary in the infographic.

1 Apart from handprints and DNA, what other forms of identification might be used as evidence in a criminal trial? **Possible answers:** *fingerprints, fibers from clothes, eye-witness statements*

2 Why might you need to prove your identity at an exhibition? **Possible answers:** *to prove you paid for a ticket; to prevent dangerous people from entering the exhibition*

3 What do the abbreviations ATM and PIN stand for? **Answers:** *automated teller machine; personal identification number*

4 Before its first commercial use, how do you think iris recognition technology was used? **Possible answer:** *By scientists in a laboratory, to test whether it worked.*

VIDEO

Before you watch

Students work alone to match the words and definitions. Ask students to check in pairs then check as a class.

ANSWERS
1 c **2** e **3** a **4** d **5** b

Extension activity

Discuss with the class how the five words might be connected and what the video might be about. Use this discussion to check that everyone has understood all the words. **Possible answer:** *Perhaps there is a tribe of people in a part of the world that has been cut off from the modern world. Perhaps the elders of this tribe are trying to find a balance between the benefits of joining the modern world (e.g., improved medicine) and the need to preserve the tribe's traditions and specific culture. Perhaps this culture includes a tradition of parades to the music of drums and other percussion instruments.*

While you watch

Tell students to read through the questions and options first to make sure they understand everything. Then play the video for them to choose the correct answers. Ask students to check in pairs then check as a class. You could play the video a second time if appropriate, so students can check any answers or information they missed.

See page 107 for the video script.

After you watch

Students work in pairs to discuss the three questions. After a few minutes, open up the discussion to include the whole class.

POSSIBLE ANSWERS
2 to keep their sense of identity with the tribe; to share traditional stories and music; to keep customs, traditions, and language alive

LISTENING 1

Life events

A Vocabulary preview

1 Students work alone to choose the correct meanings. Ask students to check in pairs then check as a class. Point out that *lead* /**lid**/ is an irregular verb; the past simple form and past participle are *led* /**led**/. Students can also complete the *Vocabulary preview* as homework before class.

ANSWERS
1 b 2 a 3 b 4 b 5 a 6 b 7 b 8 a

2 Students work alone to complete the sentences. Ask students to check in pairs then check as a class.

ANSWERS
1 combine 2 influence 3 identity 4 lead to
5 major in 6 open up 7 expose 8 enable

3 Students discuss the statements in pairs. Encourage them to justify their answers with reasons and examples where possible. When they are ready, open up the discussion to include the whole class.

B Before you listen

Predicting

Go through the instructions with the class. Draw attention to the use of *identity* to describe a person's sense of who they are, not just ways of proving who they are (e.g., with an ID card). They then work in pairs to predict which events might affect a person's identity. Encourage them to think creatively about how each event might affect a person's identity. When they are ready, ask volunteers to share their ideas with the class. Avoid confirming or rejecting their suggestions.

C Global listening

Listening for main ideas

1 Go through the instructions with the class. Draw students' attention to the information in the glossary box. Then play the recording for students to complete the task. Ask students to check in pairs then check as a class.

AUDIO SCRIPT

🎧 Track 1.1

PROFESSOR: Good afternoon. Last class we discussed life events that affect one's identity; for example, getting married, and getting a job. Today, I'd like to focus on key events in education. What kind of things can happen during your education that affect the direction of your life? Any ideas?

DAN: Well, sometimes people realize they're studying the wrong subject. Maybe you really thought that you wanted to be a designer, but once you start your course you realize that you don't enjoy it. I know lots of people like that …

PROFESSOR: Absolutely. This was a common response during my research in which I interviewed 100 students. I asked them was there a defining moment at school that affected your self-identity? By defining moment I meant a class, or a professor, or an experience with other students. One student I spoke to, Tom, told me he'd always wanted to be a doctor. His father was a doctor. His uncle was a doctor. He wanted to be like them. It was part of their family structure. However, in his first year at college, he took a writing seminar and realized he really liked to write. One day in class he suddenly knew he wanted to be a journalist instead. Sound familiar?

SONYA: Sure. Lots of students decide on a career and then change their minds. It seems pretty common.

PROFESSOR: Here's another example from research. It's one from a student named Ben majoring in biology. Ben had planned to be a computer science major. But, then he took a couple of biology classes and discovered not only was he good at it, but that he loved it. He changed majors. Now he plans to work in biotech. Have any of you had a similar experience? Dan?

DAN: Well, in high school, I was good at mathematics. I also loved art and design and writing. I had a lot of diverse interests, but planned to major in math. Then, I took an intro engineering class. The engineering professor was fantastic! I was hooked. I decided to major in engineering instead. It allows me to combine mathematics and design.

PROFESSOR: That sounds like a good choice, Anyone else? [pause] Hassan?

HASSAN: Hmmm, well, my defining moment was a little different. It was when I made the swim team earlier this year. I trained hard all summer and tried out for the team in the fall. I'd wanted to be on the team for a couple of years and all that practice enabled me to succeed. Now I have a new status at school. I can say I'm a member of the swim team. I can call myself a school athlete. I also changed my major to sports management.

PROFESSOR: Great that you attained your goal, Hassan. That is a good example of how our achievements can lead to a new identity. All right. Was anyone influenced by other students? Yes, Sonya?

SONYA: Well, I definitely was influenced by my friends in my study group … I really like psychology, but I was concerned about getting a job with a psychology major. My friends know I like to talk to lots of people. I'm outgoing. They suggested I study business. They thought I would be great at it. So, that's what I've decided to do.

PROFESSOR: Your experiences support my research, which shows students often change their minds about a major after they attend classes and are exposed to new ideas.

ANSWERS
1 Tom / took a writing seminar / journalist
2 Ben / took some biology classes / biotech
3 Dan / professor was fantastic / engineering
4 Hassan / made the swim team / sports management
5 Sonya / talked to study group / business

Exam skills

Matching exercises like this are common in the IELTS Listening test. Elicit from the class how to use a 'process of elimination' in matching tasks during a listening test. **Possible answer:** *While listening, if two or more answers seem possible for a particular question, keep a note of those possible answers, perhaps using a pencil. Then at the end of the recording, come back to the remaining questions to make a decision based on which answers have not been used elsewhere.* Remind students that they hear each recording once only in the IELTS exam.

2 Students work in pairs to discuss what they remember from the listening. When they are ready, ask volunteers to report back to the class.

D Close listening
Listening for reference

Warm-up

Tell students to close their books. On the board, write the sentence, "It changed my life". Elicit from the class what *it* might refer to in the sentence, based on what students remember from the listening. Elicit similar words that can be used to refer back to things that were mentioned earlier. Discuss why "listening for reference" might be a useful skill. Then tell them to read the information in the box to compare it with their ideas.

Exam skills

Both the TOEFL and IELTS exams might include questions about reference. The TOEFL exam usually includes at least one "Connecting Content" question, where the listener has to identify connections between separate pieces of information, so listening for reference is an important skill for such questions. Discuss with the class whether listening for reference is something we can learn, and how we might improve our skills. **Possible answer:** *There aren't any simple tricks for improving our ability to listen for reference, but of course it gets easier with practice. The key is to remember what was said earlier and to make logical connections between the various things you hear. A good way to build these skills might be to practice identifying references in written texts, or by reading listening scripts.*

Tell students to read the questions first to try to remember what the words referred to. Then play the recording again for them to check. Ask students to check in pairs then check as a class. Note that question 4 is more difficult because "they" doesn't refer back to the noun that was mentioned immediately before ("people"), but to the subject of an earlier sentence ("friends"). This is a good example of why students need to think about meaning when listening for reference, not just the words mentioned most recently.

AUDIO SCRIPT

🎧 **Track 1.1**

ANSWERS
1 b **2** b **3** b **4** c

E Critical thinking

Supporting critical thinking

Critical thinking is a way of using your experience, observations, reflections, research, etc. to justify your own views. It is an essential skill in academic English. Students should not simply accept an argument at face value, but be able to evaluate it and decide if it is valid, i.e., based on a sound premise. When students listen to their classmates, one person may have one view, and another person may give a different view. Impress upon students that it is acceptable to have different views, and encourage them to listen to the reasons why the other person has a particular view.

Question 1 develops the skill of seeing patterns and meaning in a series of stories. In this case, students need to identify how the stories relate to the topic of long-term identity. Question 2 encourages students to put themselves into other people's shoes, and to try to work out why people behave the way they do – a vital critical thinking skill.

Students work in small groups to discuss the two questions. After a few minutes, open up the discussion to the whole class.

STUDY SKILLS

Identifying your current skills

Warm-up

Tell students to close their books. Write "Identifying your current skills" in the middle of the board. Brainstorm with the class some examples of skills, and write them on the board. Encourage them to think of skills from a wide range of fields (e.g., sports skills, interpersonal skills, language skills, hobby-based skills, academic skills, cooking skills,

business skills, etc.). Discuss with the class why it might be useful to identify your current skills. Then tell them to read the information in the box to compare it with their ideas.
Possible answer: *The box gives one good reason: it can help you to work out how to succeed with future challenges. Another possible reason is that it can be very motivating to think positively about what we can do. Many of us have a tendency to feel negative about our lack of skills, and to feel inferior to people with better skills. But sometimes it's important to remember that we all have different skills.*

1 Students work alone or in pairs to complete the table. Check that they understand the difference between *skills* (= what you can do), *qualities* (= parts of your character), and *attitudes* (= ways of thinking, e.g., whether you approach challenges positively or negatively). If they are working in pairs, encourage them to ask questions to help their partners work out which skills, qualities, and attitudes they used. Monitor carefully to provide support for students who are struggling. For many students, it may feel uncomfortable to write positive things about themselves, so they will need encouragement and reassurance. When they are ready, they discuss their achievements and skills in small groups. Ask volunteers to share their stories with the class.

2 Students work in pairs to discuss the three questions. You may need to check they understand *underestimate* and *overestimate* (= guess that something is lower / worse or higher / better than it really is). After a few minutes, open up the discussion to include the whole class.

LISTENING 2

Beyond the ID card

A Vocabulary preview

1 Students work alone to match the words and definitions. Ask students to check in pairs then check as a class. Check the pronunciation of *unique* /juˈnik / and *vary* /ˈveri/.

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

2 Students work alone to complete the sentences. Ask students to check in pairs then check as a class.

> **ANSWERS**
> **1** unique **2** vary **3** electronically **4** sufficient
> **5** pretend **6** combination **7** absolute **8** features

B Before you listen

Activating prior knowledge

Students work in pairs to discuss the two questions. After a few minutes, open up the discussion to include the whole class.

C Global listening

Listening for text organization

1 Check that everyone understands all the types of identification. Play the recording for students to write numbers. They check in pairs, including a brief discussion of what they remember about each type of identification, and feed back to the class.

AUDIO SCRIPT

🎧 **Track 1.2**

Good morning everybody. Today I'm going to be talking about methods used for identifying people. Every day there are situations in which we have to identify who we are. Not that long ago, a photo ID was sufficient for most purposes. But nowadays, we live in a world full of technology where there are issues with identity theft and the need to confirm our identity in other ways.

Thus, there is now a need to move beyond the basic information on our photo IDs. For example, we have user IDs and passwords to use with our computers. It's also becoming more common for us to be identified using biometric information. Biometrics is the process where a unique physical feature of a person—for example, someone's face or voice—is recorded electronically and used to confirm a person's identity.

All right. So first, I plan to briefly look at photo IDs and passwords. Then, I'll talk in more detail about how using biometrics is a more reliable way to identify someone.

So, now let's focus on photo IDs; for instance, a passport or a driver's license. These may vary a bit from country to country as to what personal information they include, but in general, these IDs typically include a person's photo, name, nationality, gender (male or female), and an identification number. It may also include hair color, eye color, and height of the person. An advantage of a photo ID is someone can look at the photo and quickly check who you are. A disadvantage is it can be lost or stolen and photos can be altered.

OK, so what about passwords, user IDs and PINs—personal identification numbers? Well, while these are excellent ways to protect our bank accounts, computers and social media profiles, this information could be stolen and used by somebody else. There's no way to guarantee that the person entering the password or PIN is the real owner of the account, and as such, these are not reliable ways to establish identity.

Now, let's turn our attention to biometrics. I want to look at how biometric information is used to identify someone. The oldest way is by taking a person's fingerprint. You are all probably familiar with this. Do you know why each of us has a unique fingerprint? It's because the skin on each of our fingers has a unique pattern. Although the skin on our fingers is flexible, a fingerprint is one reliable way to identify someone. This is especially true nowadays where 3D scanners are used.

The second biometric form of identification I want to mention uses voice. Each person's voice has a unique combination of features, such as pitch and rhythm. This makes it possible for a recording of a person's voice to be used to confirm identity. To make a voice ID, the user records themselves saying a short sentence. Later, when they want to access the account or, whatever's protected by the voice ID, they repeat the sentence. If the pitch and rhythm of the two sentences match, the person's identity can usually be established. This is useful in situations where the person cannot be seen; for example, on the telephone. Voice ID is generally considered a reliable way to identify someone … Of course, voice recognition software isn't 100% accurate, so it cannot always be relied on for all situations.

Next, let's consider how DNA testing is used to identify people. ALL people share over 99% of the same DNA information. However, there is a VERY small amount of DNA information that varies from one person to another. The small amount is used in DNA testing. Let me explain. Let's say, the police submit two samples of hair to a DNA crime lab. The lab extracts the DNA from one sample of hair and compares it to the DNA they extract from another sample to see how closely the two samples match. The lab looks for the probability the two samples are from the same person. However, they can't say with absolute certainty that two DNA samples are from the same person, and for this reason, DNA testing is not 100% reliable as a type of identification.

Let's move on to the last type of biometrics I want to cover: it's iris recognition. The iris is the colored part of your eye. To create an iris ID, a person's iris is scanned. The scan creates an image of the pattern in the iris. Because the iris patterns in our eye are unique to each of us, the patterns can be used to confirm our identity.

Compared to other types of biometrics, iris recognition is especially good for identification. There are a couple of reasons for this. First, because the iris is inside the eye and well-protected from damage, it doesn't change over time. Second, because the iris is mostly flat, it is easy to create a very accurate video image of it. As a result, iris recognition is one of the most reliable biometric forms of ID we have. For this reason, iris recognition is often used in automated border crossing between some countries and in buildings where security is important.

As technology develops, there will continue to be new biometric ways to identify people. Given that biometrics is based on our unique physical features, this makes it the most reliable way to identify people.

ANSWERS
1 Photo ID **2** PINs **3** Fingerprinting
4 Voice recognition **5** DNA testing **6** Iris scans

---

2 Students work in pairs to discuss the three questions. When they are ready, check with the class.

D Close listening

Listening for topic shifts

Warm-up

Tell students to close their books. Elicit from the class what *topic shifts* might be (**Possible answer:** When we stop talking about one topic and start talking about a new topic) and why it's useful to identify them (**Possible answer:** *Because we need to know what topic the speaker is talking about*). Elicit some phrases that people might use to signal a topic shift. Then tell students to read the information in the box to compare it with their ideas.

Tell students to underline the words in each question that show the *topic* (**Possible answers:** *1 photo IDs; 2 passwords; 3 fingerprints; 4 voice; 5 DNA testing; 6 iris*). Elicit from the class how "listening for topic shifts" can help them complete this task **Possible answer:** *The topic shifts will tell them when to start and stop focusing on each question.* Play the recording for students to circle the answers. Ask students to check in pairs then check as a class.

AUDIO SCRIPT

🎧 **Track 1.2**

ANSWERS
1 c **2** d **3** d **4** d **5** c **6** b

E Critical thinking

The question encourages students to think creatively in order to generate ideas. Students work in small groups to discuss the question. After a few minutes, open up the discussion to include the whole class.

CRITICAL THINKING 〉

Recognizing contradiction

Warm-up

Tell students to close their books. Elicit from the class what *contradiction* might mean. Students may be able to work out the meaning if they know that *contra-* means "against" and *-dict-* is connected with what you say (as in words like *predict*, *dictate*, and *dictionary*). Elicit an example where a person might contradict themselves (e.g., "Please close your books and read the information in the box on page XXX.") Then tell them to read the information in the box to compare it with their ideas.

---

1 Students work in pairs to read the extract and discuss the contradiction. When they are ready, discuss the questions with the class.

ANSWERS
1 Iris recognition technology is an incredibly reliable form of identification. … For this reason, we cannot rely on iris recognition software in all situations.
2 It weakens the speaker's argument because it isn't clear whether iris recognition technology is reliable or not.

---

2 Students work alone to identify the contradictions. Ask students to check in pairs then check as a class. Discuss how serious the contradiction is in each case, i.e., whether it says the opposite (as in sentence 1) or simply makes a strong argument weaker (as in sentence 2).

ANSWERS
1 b   **2** a

3 Students work in pairs to discuss the question. After a few minutes, open up the discussion to include the whole class.

VOCABULARY

Vocabulary development
Suffixes

Warm-up

Tell students to close their books. Write the word *suffixes* on the board. Elicit from the class what suffixes are, with some examples of English words with suffixes. Elicit why it is useful to understand and use suffixes. **Possible answer:** *Because it can be a very efficient way to build your vocabulary – you can learn a whole family of words with related meanings.* Then tell students to read the information in the box and compare it with their ideas.

1 Students work alone to complete the sentences. Ask students to check in pairs then check as a class.

ANSWERS
1 ation   **2** ity   **3** ility   **4** tion   **5** able   **6** able   **7** al

2 Students work alone or in pairs to complete the sentences. Point out that they should use each word only once. Go through the answers with the class, paying attention to spelling and pronunciation.

ANSWERS
1 identity   **2** possibility   **3** creative   **4** technological
5 recognition   **6** reliable

Extension activity

Students work in teams to find at least ten more examples of words with suffixes in the script for *Life events* on page 11. When you go through the answers with the class, be flexible in terms of whether endings are really suffixes or not. **Possible answers:** -er / -or: *designer*, *professor;* -ing: *defining*, *engineering;* -ist: *journalist;* -ly: *absolutely*, *really*, *suddenly*, *definitely;* -ment: *management*, *achievements;* -se: *response* (from *respond*); -tion: *education*, *direction*

N.B. Endings like -ence (*experience*, *science*) and -ology (*biology*, *psychology*) are sometimes classed as suffixes, because they communicate something about the form/ meaning of the word. However, they can't always be removed to leave a smaller word.

VOCABULARY

Academic words

1 Students work alone to match the words and definitions. Ask students to check in pairs then check as a class.

ANSWERS
1 e   **2** a   **3** b   **4** d   **5** g   **6** c   **7** f

2 Students work alone to complete the sentences. Ask students to check in pairs then check as a class.

ANSWERS
1 submit   **2** extract   **3** structure   **4** diverse   **5** status
6 attained   **7** established

3 Students discuss the questions in pairs. When they are ready, open up the discussion to the whole class.

Extension activity

Students work in teams to add suffixes to at least six of the seven words from this section. This will work best if they have access to dictionaries (or online dictionaries). The first team to finish is the winner. When you go through the answers with the class, encourage students to guess the meanings of the new words with suffixes. Point out that some of the words are very rare, but their meaning can usually be worked out by knowing the base word and the suffix. **Possible answers:** *structure: structural, structured; (status: no common words with suffixes, but statusless and statusful are both possible); attain: attainment, attainable; establish: establishment; diverse: diversity, diversify, diversification; submit: submission, submissive; extract: extraction, extractable.*

Speaking model

Tell students to read the information in the box to find four things they are going to do. Elicit possible examples for each of the four things. **Possible answers:** *Subordinating conjunctions: after; Expressing interest: That's interesting.; Using intonation: Really?; Events that affect your identity: getting into university*

A Analyze

Tell students to read the conversation to answer the questions. They discuss their answers in pairs and feed back to the class.

ANSWERS
1 The Azores, a group of islands off the coast of Portugal.
2 He was reluctant to go, but became more enthusiastic about the trip the more he read.
3 He felt it was a really positive experience.
4 It opened up a new world to him and exposed him to new cultures; helped him to realize how much he liked physical activity.

Extension activity

Use these questions to discuss the structure of the model.
1 Did one speaker speak much more than the other?
2 How did Speaker B encourage Speaker A to speak?
3 What did Speaker A do at the beginning of the conversation?
4 Apart from describing what happened during the trip, what else did Speaker A do?
5 What three things should you do when talking about an experience that had a positive influence on you?

Possible answers: 1 *No, it was a balanced conversation. Speaker A spoke more, but Speaker B also got involved a lot.;* 2 *By expressing interest in the story (e.g., "Oh, right."; "Wow! That sounds amazing."), and by asking lots of questions.;* 3 *He/she introduced the story by explaining why he/she is planning to tell it.;* 4 *He/she described the situation before the vacation (e.g., "I'd never even heard of them"; "I'd never been exposed to other cultures") and after the vacation (e.g., "I started spending more and more of my time …").;* 5 *Start by introducing the story with the key facts (e.g., what happened, where, and when); then add more details about what happened; finally, show how the experience influenced you.*

B Discuss

Students work in pairs to discuss the questions. Encourage them to use some of the techniques from the model conversation (e.g., showing interest and asking questions). Note that there will be a chance to prepare more carefully for a similar conversation at the end of this unit. When they are ready, ask volunteers to share their stories briefly with the class.

Connecting past actions with subordinating conjunctions

Tell students to close their books. Elicit from the class what subordinating conjunctions are, with some examples. **Possible answer:** *Conjunctions are words and phrases that join two or more clauses together (e.g., [I'm hungry] because [I haven't eaten yet].)* We can divide conjunctions into co-ordinating conjunctions and subordinating conjunctions. Co-ordinating conjunctions (e.g., *and*, *but*, *or*) always come between the two things they join. Subordinating conjunctions (e.g., *if*, *because*, *when*, *although*) can come in the middle or at the beginning (e.g., *Because I haven't eaten yet, I'm hungry.*). Elicit some examples of subordinating conjunctions that are useful for showing the connection between past events (e.g., *before*, *after*, *while*, *when*). Then tell students to read the information in the box to compare it with their ideas.

Point out that *once* and *as soon as* have the same meaning. Elicit which conjunctions in the examples could be replaced by *when* without changing the meaning significantly. **Possible answers:** *before (but only because the use of the past perfect makes the order of events clear), after, as soon as, once, while.* Elicit also why these words are often better than *when*. **Possible answer:** *Because when has so many different meanings, it is often better to use a word with a more specific meaning.*

1 Students work alone to complete the sentences, then check in pairs. When you check with the class, discuss why the other options are wrong.

ANSWERS
1 As soon as   2 Before   3 once   4 While   5 After
6 since

2 Go through the instructions and the example carefully with the class. Students work alone or in pairs to complete the sentences. Go through the answers with the class, paying attention to any problems or misunderstandings.

ANSWERS
1 leave university until   2 been an engineer since
3 traveling as soon as   4 ate dinner after

SPEAKING

Speaking skill
Expressing interest in ideas you hear

1 Students work alone or in pairs to complete the task. When you check with the class, discuss why the inappropriate response is wrong in each case.

ANSWERS
1 You're kidding!   2 I can't believe it.
3 It was a guy you didn't recognize?
4 That sounds interesting.

2 Students work in pairs to practice the technique. Encourage them to develop the conversations beyond simply question–answer–response, by genuinely being interested in what their partners say.

PRONUNCIATION

Pronunciation for speaking
Using intonation to express interest

1 Go through the instructions with the class. Play the recording for students to choose the most enthusiastic version. When you check with the class, ask volunteers to say the sentences with either normal or enthusiastic intonation.

AUDIO SCRIPT

🎧 Track 1.3
1 a That sounds amazing.
   b That sounds a^{maz}ing.
2 a Oh, really?
   b Oh, ^{rea}lly?
3 a That's ^{great}.
   b That's great.
4 a Me ^{too}.
   b Me too.
5 a Yes, I have.
   b Yes, I ^{have}.

ANSWERS
1 b   2 b   3 a   4 a   5 b

2 Students work alone to add arrows to the conversations. Play the recording for them to check, then discuss the answers with the class.

🎧 **Track 1.4**

1 **A:** When I was 17, I became the youngest person ever to study at NSY.
  B: Oh, really? That's amazing.
2 **A:** I taught English in Japan for a year in my twenties.
  B: Me too! Where did you work?
3 **A:** Last summer, a friend and I climbed Mount Everest.
  B: Wow! That sounds incredible. How long did it take?
4 **A:** I traveled around Iceland for a few months after I graduated from college.
  B: It's a beautiful country, isn't it?

ANSWERS

1 Oh, really? That's amazing.

2 Me too! Where did you work?

3 Wow! That sounds incredible. How long did it take?

4 It's a beautiful country, isn't it?

---

3 Students work in pairs to practice the conversations, paying particular attention to enthusiastic intonation. Make sure they each have a chance to practice the target intonation. At the end, ask volunteers to model their intonation for the class.

Extension activity

Students work in small groups to take turns talking about their day so far (e.g., *I woke up at seven o'clock. I had toast for breakfast.*) They should respond enthusiastically to their partners' statements, using the techniques from this lesson. When they are ready, ask volunteers to repeat part of their conversations for the class.

SPEAKING

Speaking task
Brainstorm

Go through the discussion question with the class. Point out that students don't need to fill in all the rows of the table – the rows are just there to help them generate a few good ideas. Monitor carefully to help any students who are struggling to come up with ideas.

Plan

Tell students to look back at the model on page 20. To help with the planning, they could imagine how they would respond to Speaker B's questions (or similar questions) about their own story. They can take notes if they like, or plan in their heads.

Speak

Students work alone to practice describing their experience.

Share

Students work in pairs to tell their stories. Make sure they know to show interest in their partners' stories. Encourage them to extend the conversations by asking additional questions. When they are ready, you could ask some volunteers to share their stories with the class. Make sure you (and the other students) show interest while they are telling their stories.

Reflect

Students discuss the questions in small groups.

Extra research task

Each student chooses a famous person and researches events that affected that person's self-identity. You could brainstorm a list of famous people first to generate ideas. Ideally, the person should not be from the students' own country, so as to encourage them to research in English. They might find information in online interviews, videos, etc. They complete the research task at home, and report back on their findings in the next lesson.

When they are reporting back, encourage other students to express interest, ask questions, etc., using the techniques from this unit.

REVIEW

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, then check in pairs and feed back to the class.

ANSWERS
1 submitted **2** status **3** established **4** attain
5 diverse

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.