

# LISTENING, SPEAKING & CRITICAL THINKING 4

## GLOBALIZATION

## UNIT 1

### UNIT OBJECTIVES

<b>Watch and listen</b>	Watch and understand a video about US basketball stars bringing the American league to China.
<b>Listening skills</b>	Activate prior knowledge.
<b>Critical thinking</b>	Analyze and use data in pie charts; use data to support an argument.
<b>Grammar</b>	Use modals of present and past probability.
<b>Speaking skills</b>	Present data; describe a pie chart; draw conclusions from data.
<b>Speaking task</b>	Give a presentation using data from a pie chart.
<b>Teacher development</b>	Help your students become better at <b>using data to support an argument</b> .

### UNLOCK YOUR KNOWLEDGE

#### Background note

The photo shows the ancient ruins of the Colosseum in Rome, Italy. Between the arches, we can see a large billboard displaying an advertisement for a globally recognized Japanese car manufacturer. In front of the arches, there are several tourists, from different countries and cultures. The photograph shows some of the effects of globalization. Globalization has had both positive and negative effects on cultures. On the one hand, global media and technology allow ideas, books, works of art and cinema to be spread across the world. On the other hand, the spread of global chains – like food, clothing and car manufacturers – has reduced cultural diversity around the world.

#### Lead-in

Students work in small groups to think of a country starting with each letter of the alphabet, plus the nationality adjective for each country. The first team to find at least 20 countries and nationality adjectives beginning with different letters is the winner. Note that there are no countries beginning with the letter X or W, and only one beginning with O (Oman), Q (Qatar) and Y (Yemen).

As a follow-up, when you are checking the lists of countries, elicit which part of the world they are in (e.g. the Middle East, Central America, North Africa, etc.).

page 15

Answers will vary.

### WATCH AND LISTEN

#### Learning objectives

- Listen and understand main ideas in a video about the National Basketball Association (NBA)
- Listen and note supporting details for main ideas
- Make inferences about the NBA, its fans and its players
- Practise talking about international sport

**Exercises 1–2** page 16

Answers will vary.

**Exercise 3** page 17

**1** T **2** F; The game is already very popular.

**3** F; The teams played two pre-season matches.

**4** F; Jeremy Lin is Chinese American. **5** T

**Exercise 4** page 17

**1** These US basketball stars are opening NBA-sponsored facilities ... one way for the American league to promote itself ... it gives people a chance to experience the NBA ... close up.

**2** The Chinese market is worth nearly \$150,000,000 in merchandising and broadcast deals, 5% of the NBA's income.

**3** An honour to play in the first game ... ever in Shenzhen ... we've had an incredible few days here ... We had a terrific time here in Shenzhen ... a fabulous city ... It's a great city.

**Exercises 5–6** page 17

Answers will vary.

## LISTENING 1

### Learning objectives

- Understand key vocabulary for the food industry – *consumers, produce, imports*
- Use background knowledge to predict the topics in a radio programme about the global food industry
- Listen and complete a set of detailed notes
- Listen and understand details
- Listen and identify the reporter's opinions
- Listen and note words with consonant clusters accurately
- Give personal opinions on the food industry

### Lead-in

Ask students to write down what they ate for dinner last night / lunch today. Write some of the items on the board. Then ask them where they think each of the foods came from. Chances are that at least some of the items are imported. Ask them to think about how this might be different from a dinner / lunch in their country 50 years ago. This can be done in small groups or led by you.

### Exercise 1 page 18

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

### Exercise 2 page 19

Answers will vary.

### Exercise 3 page 19

Topics 1, 2 and 7

### Exercise 4 page 20

1 how globalization allows us to taste food from different cultures around the world 2 David Green 3 fruit 4 vegetables 5 healthily 6 Bananas 7 Kiwis 8 South Africa 9 8,500 10 9,600 11 11,100 12 local 13 transported it across the country 14 increases production costs 15 48,000 kilometres 16 supply chain 17 footprint

### Exercise 5 page 20

1 T 2 F; David doesn't really think about where his food comes from.

3 F; The global food industry allows people all over the world to eat a huge variety of fresh fruit and vegetables.

4 F; You can only really be sure how far something has travelled if you purchase it directly from a farm or if you grow it yourself.

5 F; Even something that looks like it's local can have a big impact on the environment.

### Exercise 6 pages 20–21

1 a 2 b 3 a

### Exercise 7 page 21

1 abroad 2 grow 3 find 4 produced 5 timed 6 Flying 7 pass 8 cost

### Optional activity

Ask students to read along with the script as they listen to the first section again. Tell them to underline the words with consonant clusters. Ask whether it is more difficult for them to hear the clusters that come at the beginning / middle / end of words. (Most find the end most difficult.) Point out (1) that you cannot always tell how a cluster sounds from the written word, and (2) that word-final clusters often carry important information, like tense or number (e.g. *talked*).

Answer:

Today on *The world close up* – The 48,000-kilometre fruit salad. With globalization, the world has become a smaller place. On last week's programme, we talked about how people around the world are watching foreign TV programmes, wearing clothes from other countries and working at companies with several international offices. On this week's programme, let's look at how globalization allows us to taste food from different cultures around the world, without leaving the country.

### Exercise 8 page 21

1 support 2 three 3 Firstly 4 sixth 5 climate 6 state 7 trap 8 growing 9 would 10 rain

### Exercise 9 page 22

Answers will vary.

## LANGUAGE DEVELOPMENT

### Learning objectives

- Understand the level of certainty communicated by different modal verbs of present and past probability – *must, can't, could, might, may*
- Use modals of present and past probability to describe your ideas about where things and people are from – *These avocados must have come from Mexico. The supermarket might have imported the bananas from Colombia. Abdul can't be from Oman.*
- Use correct vocabulary to complete a text about globalization – *goods, import, multinational*



### Exercise 1 page 23

1 may have bought 2 must be 3 must have lost  
4 might send 5 can't be 6 must have lived

### Exercise 2 page 23

1 very unlikely 2 a possibility 3 a possibility  
4 only logical conclusion 5 only logical conclusion  
6 a possibility

### Exercise 3 page 23

1 must be  
2 must have been  
3 might / may / could contain  
4 might / may / could have been  
5 couldn't / can't have been

### Exercise 4 page 23

Answers will vary.

#### Be flexible

Ask students to review the script for Listening 1, looking for modals of past probability, and answer the question below:

*How certain is the reporter about the journeys of the following items: bananas, grapes, blueberries, kiwis, lettuce? How can you tell?*

Answer:

He is quite certain about the first four but less certain about the lettuce:

The bananas from Colombia must have travelled more than 8,500 kilometres ..., the grapes from South Africa must have come more than 9,600 kilometres, and the Argentinian blueberries nearly 11,100 kilometres. The kiwi from New Zealand? That must have flown about 18,800 kilometres.

This lettuce may be local, but the farm it came from could have transported it across the country and then put it into this plastic packaging ... this local lettuce might have travelled ... up to 500 kilometres.

To challenge **stronger students**, bring in some photos of people from magazines and ask students to make guesses about them (e.g. *He might be a film star. This photo couldn't have come from recent magazine. Her hat must be very expensive.*).

### Exercise 5 page 24

1 transport 2 goods 3 imported 4 supply chain  
5 produce 6 purchase 7 multinational 8 prosperity  
9 outsourcing

## LISTENING 2

### Learning objectives

- Understand key vocabulary for the film industry – *multinational, goods, production costs*
- Use a T-chart to take notes on main ideas on a presentation on the global film industry
- Listen and identify main ideas and details
- Identify language linking cause and effect – *therefore, since, in order to*
- Understand and describe ideas about cause and effect in the international film industry
- Describe a film and make deductions about its production
- Describe and give opinions on the globalization of the film industry
- Synthesize ideas from a radio programme about the global food supply chain and a presentation about the international film industry

### Lead-in

Ask students to name recent films or a TV series they have seen and where they were made. Before the lesson, look up a few popular films you think your students may have seen and find out about their locations. Alternatively, you could ask about classic films like *Lord of the Rings* (New Zealand), *Indiana Jones* (San Francisco), *Casablanca* (Arizona), *Amadeus* (Prague), etc.

### Exercise 1 page 25

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

### Exercise 2 page 25

Answers will vary.

### Exercise 3 page 26

	countries	reasons
1	Canada	– big discount on labour – tax credits – digital effects discount
2	Mexico	– free from taxes – brings jobs to Mexico
3	United Arab Emirates	– tax incentives – great locations – rebate on production costs – organizes permits, visas, customs clearance, script approval
4	Jordan	– tax incentives (avoiding VAT) – great locations

#### Exercise 4 page 26

a 1 b 3 c 2 d 4

#### Exercise 5 page 26

Overseas: 25%; Overseas and domestic: 50%; Domestic: 25%

#### Exercise 6 page 27

- 1 In order to get this tax credit
- 2 Since films made in Mexico are considered exports
- 3 Jordan helps producers avoid taxes

#### Exercise 7 page 27

- 1 In order to    2 Since    3 Therefore

#### Exercises 8–10 page 27

Answers will vary.

## CRITICAL THINKING

### Learning objectives

- Understand data about the global food industry in a pie chart
- Analyze which statements are supported by data in a pie chart
- Evaluate statements of opinion on the global food industry and give your opinion
- Analyze and support your arguments with data from a pie chart

## UNLOCK TEACHER DEVELOPMENT

### BE INFORMED

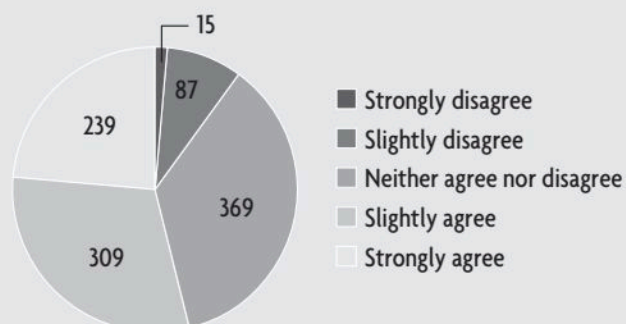
→ **Using data to support an argument** is an important skill for students because: (1) To make strong, convincing arguments, you need strong, reliable data; (2) Should students fail to do this, their essays will not be based on facts; they will sound more like opinions; (3) Pie charts are a common way of presenting data and are used in many subjects, so students will need to be aware of how they are used.

### BE CONFIDENT

→ Develop this skill for yourself by doing the following activity:

*The pie chart contains data from a survey on critical thinking conducted by Cambridge University Press.*

Responses of 1019 teachers to the statement  
'I believe my students want to develop their  
critical thinking skills.'



Does the data in the pie chart support or oppose the following statements?

- 1 The mode response was that people neither agreed nor disagreed.
- 2 A sizeable minority of respondents disagreed with the statement.
- 3 Most people were in general agreement with the statement.
- 4 About a quarter of respondents had a strong view.

### Lead-in

Give students a minute to read the speaking task they will do at the end of the unit and keep it in mind as they do the next exercises. Ask them to brainstorm in groups about some possible ideas. Suggest they think about what can be done in both developing and developed countries. Tell them to keep their brainstorming notes for later, when they begin to develop their presentations.

## UNLOCK TEACHER DEVELOPMENT

### BE READY

Look at the Critical Thinking section in the Student's Book on pages 28–30.

- Which elements of the lesson do you think your students will find easiest / most difficult / most useful? Why?
- Are your answers true for all students in your class?
- How can you adapt your teaching or the material to meet your students' needs?



## BE FLEXIBLE

When students do Exercise 5, question 4, it may be useful to encourage them to share any general sources of information. Otherwise, they may spend a lot of time searching for websites. Their time can then be maximized by looking for supporting information.

### Exercise 1 pages 28–29

**1** the percentage of profit for each step in the process; there are nine activities or steps in the process

**2** *Answers will vary.*

**3** They would increase; the other percentages would decrease.

### Exercise 2 page 29

**1** ○ **2** S **3** ○ **4** ○

### Exercise 3 page 29

*Possible answers:*

**1** the cost of storing, advertising and paying workers

**2** The workers are paid little

**3** Plantation owners have to pay for the land and growing supplies and workers do not.

**4** It would increase. Other costs would also increase.

### Exercises 4–5 page 30

*Answers will vary.*

## UNLOCK TEACHER DEVELOPMENT

### BE REFLECTIVE

Think about the following questions:

➔ What would the pie chart in the *Be confident* section look like if you were to ask the opinions of teachers at your educational institution?

➔ How confident were your students in using charts and data? Understanding their current level of knowledge in this area will help you during the course.

### BE COLLABORATIVE

Your development is more meaningful when it is shared. See page 14 for ideas on how to peer-collaborate. Why not share the ideas you generated in the *Be ready* section, and their outcome?

## PREPARATION FOR SPEAKING

### Learning objectives

- Use phrases to complete the introduction to a presentation about specific data
- Use phrases to describe the data in a pie chart – *The largest part of the cost is administration. Labour accounts for 18% of the cost. Together, they make up 12% of the price you pay.*
- Use phrases for drawing conclusions from the data in a pie chart – *This data shows that the raw ingredients only account for 12% of the price you pay. In summary, the data shows that the two biggest parts of the cost of a cup of coffee are administration and labour.*

### Exercises 1 and 2 page 31

**1** I'd like to talk about **2** a lot of discussion **3** Many people believe **4** others have pointed out **5** They say **6** would like to show **7** look at **8** consider

### Exercise 3 page 32

**1** The largest part; more than a quarter of **2** accounts for **3** each make up; a total of **4** Three parts are related to; they make up


### Exercise 4 page 33

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

### Exercise 5 page 33

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

### Be flexible

 Students work in pairs to re-tell this extract of the presentation, using the phrases from Exercises 4 and 5. When they have finished, you could play the extract again for them to compare it with their versions. Afterwards, ask some volunteers to re-tell the extract for the class.

Give **weaker students** more support. Students can practise presentation skills with familiar content by presenting the banana data in the pie chart on page 28.

### Exercise 6 page 33

*Possible answers:*

fixed costs: tax, rent, labour; variable costs: cup / sugar / lid, coffee, milk, administration

## SPEAKING TASK

### Learning objectives

- Prepare for a presentation on how we can ensure that workers in developing countries are paid fairly for the goods and services we import, by organizing your notes
- Add support to your notes
- Write a conclusion for your presentation
- Give a presentation on how we can ensure that workers in developing countries are paid fairly for the goods and services we import
- Listen to and give feedback on other students' presentations

**Exercises 1–5** page 34

*Answers will vary.*

## RESEARCH PROJECT

### Make a presentation about food journeys.

Divide the class into groups and ask each group to compile a list of their favourite foods. The groups research one of these foods, including where it comes from, its effect on health, how it is produced and how many miles it travels to get to their country. Students could use online tools to record and share their research.

The information could be used for group presentations. Alternatively, the class could collate their information, producing a world map showing 'food routes' for each of the foods they have researched, or a graph to show the distances the food has travelled. The data could form a starting point for thinking about the environmental or health impact of different foods.

## CLASSROOM APP

### Exercises 1–2

*Answers will vary.*

### Exercise 3

- 1 These watches could come from Switzerland, but I'm not sure.
- 2 My new computer can't be from Mexico because there isn't a computer company there.
- 3 Both
- 4 Juan must have lived in Dubai because he speaks fluent Arabic and he told me his dad worked in the UAE.
- 5 The sweater must have been made overseas because I saw the label that says 'Made in the USA.'
- 6 Both

### Exercise 4

- 1 goods   2 prosperity   3 imported   4 multinational  
5 purchase   6 outsourcing   7 supply chain   8 transport

### Exercise 5

- 1 consumers, discount   2 production costs, overseas, labour  
3 profit, investigate

### Exercise 6

- 1 I'd like to talk about   2 others have pointed out  
3 They say   4 consider   5 would like to show  
6 a lot of discussion

### Exercise 7

*Answers will vary.*



UNIT OBJECTIVES	
<b>Watch and listen</b>	Watch and understand a video about a school where students work on real science.
<b>Listening skills</b>	Listen for advice and suggestions; make inferences.
<b>Critical thinking</b>	Prioritize criteria; use priorities to evaluate options.
<b>Grammar</b>	Use the future continuous; state preferences with <i>would</i> .
<b>Speaking skills</b>	Give an opinion and make suggestions; agree and disagree respectfully; compromise and finalize a decision.
<b>Speaking task</b>	Decide as a group which candidate should receive a scholarship.
<b>Teacher development</b>	Help your students become better at <b>prioritizing criteria</b> and <b>using priorities to evaluate options</b> .

## UNLOCK YOUR KNOWLEDGE

### Background note

The photo shows scientists working in a laboratory. Careers in dentistry, medicine, law, architecture, science and research usually require several years of undergraduate and postgraduate study and a long period of on-the-job training. There are many well-paid careers that don't require a great deal of academic education. For example, commercial pilots, air traffic controllers, power plant operators, nurses, transport inspectors, electricians and line supervisors usually need to have finished secondary school and have completed further education, training or work until the age of 18 and/or have a specialized bachelor's degree. However, many of these careers require a great amount of on-the-job training.

### Lead-in

Write the following quotes about education on the board. Students work in pairs to decide what each quote means and if they agree with the opinion in them. You may need to support them to make sure they understand some of the more difficult words and structures in the quotes. When they are ready, open up a class discussion on the quotes. You could have a class vote to decide on the best quote.

- 1 'Live as if you were to die tomorrow. Learn as if you were to live forever.' (Mahatma Gandhi, Indian independence leader)
- 2 'I have never let my schooling interfere with my education.' (Mark Twain, American author)
- 3 'Education is the most powerful weapon which you can use to change the world.' (Nelson Mandela, former President of South Africa)

4 'When you know better you do better.' (Maya Angelou, American author and poet)

5 'Kids don't remember what you try to teach them. They remember what you are.' (Jim Henson, American film and TV director and producer, creator of 'Sesame Street' and 'The Muppets')

page 37

Answers will vary.

## WATCH AND LISTEN

### Learning objectives

- Listen and understand main ideas in a video about the Langton School science programme
- Identify the opinions of speakers in the video
- Make inferences about science programmes
- Practise talking about science curriculums

**Exercises 1–2** page 38

Answers will vary.

**Exercise 3** page 39

**1 T 2 F;** The school ignores the official government science curriculum.

**3 F;** Instead of just learning to pass the exam, the students contribute to science, do science and live science.

**4 T 5 T**

**Exercise 4** page 39

**1 c 2 a 3 d 4 b**

**Exercises 5–6** page 39

Answers will vary.

## LISTENING 1

### Learning objectives

- Understand key vocabulary for careers – *academic, acquire, adviser*
- Listen and identify main ideas and details in a meeting between a student and a careers adviser
- Listen for words signalling advice – *You should (consider) ..., I recommend ..., Wouldn't you rather ...?*
- Listen and complete details in a list of advice
- Listen and understand how certain a speaker is from their intonation
- Use language for certainty and uncertainty to describe ideas about careers – *I wonder if I should try something more vocational. Maybe you should consider Mechanical Engineering, then. Okay, but I'm not sure if that would be for me.*
- Evaluate careers advice

### Lead-in

Put students in pairs or small groups. If they are students who have not decided on their career, ask them to discuss their possible career paths and why they think they might like a particular field. If they have already chosen their fields, they can discuss what motivated their choices.

### Exercise 1 page 40

Answers will vary.

### Exercise 2 pages 40–41

1 internship 2 academic 3 mechanical 4 acquire  
5 understanding 6 adviser 7 vocational 8 specialist

### Exercise 3 page 41

Answers will vary.

### Exercise 4 page 41

1 what to do a degree in 2 Engineering 3 talk to some engineers, visit a careers fair and contact a Computer Engineering firm

### Exercise 5 page 41

1 Engineering 2 Mechanical 3 academic  
4 manual work 5 talk to somebody  
6 designing and making things

### Exercise 6 page 42

1 Maths; Physics 2 Mechanical 3 Engineering  
4 degrees 5 universities; courses 6 careers  
7 graduates; jobs 8 Computer; visit

### Exercise 7 page 43

2 C 3 C 4 C 5 U 6 U 7 C 8 U

### Exercise 8 page 43

Answers will vary.

### Exercise 9 page 43

**certain:** definitely, for sure

**uncertain:** wonder, consider, not sure

### Be flexible



Show students the sentences below. Ask them to underline the expressions in each sentence that they could use in other situations to express their opinions or question those of others. Ask them to write 'C' (certain) or 'U' (uncertain) next to each sentence. Check answers with the class.

- 1 Looking at your file, I couldn't agree more! (C)
- 2 Engineering jobs are definitely popular. (C)
- 3 I think I could do that. (U)
- 4 You should definitely attend that. (C)
- 5 I'm sure we could arrange for you to talk with them. (C)
- 6 You might want to try contacting a Computer Engineering firm here in the city, then. (U)
- 7 In fact, I could help you with that. We could probably arrange a visit for you. (U)

You can challenge **stronger students** by asking them to read the statements above with appropriate intonation to mark certainty/uncertainty.

### Exercise 10 page 43

- 2 I wonder if I should study something technical.
- 3 I am certain I should try something more vocational.
- 4 You should definitely consider Mechanical Engineering, then.
- 5 Okay. I am sure that is for me.

### Exercise 11 page 43

Answers will vary.



## LANGUAGE DEVELOPMENT

### Learning objectives

- Use the future continuous to talk about careers and holidays: plans and predictions – *Are you going to be working at Head Office next week? We will be taking a holiday after the exams.*
- Use the future continuous with adverbs of certainty – *I definitely won't be studying Nursing. I probably won't be having much fun until after final exams are finished. Ada is certainly going to be attending the careers fair.*
- Describe and ask about careers preferences with *would* – *Ada would prefer an internship at an Engineering company. I'd rather take a vocational course. Would you rather start work straight after graduation?*

### Exercise 1 pages 44–45

1 will be studying 2 is going to be using 3 Will; be visiting 4 will be taking 5 will be attending 6 will be calling 7 Is; going to be choosing 8 is going to be working

### Exercise 2 page 45


Possible answers:

- 1 I certainly won't be studying on Friday night.
- 2 I will definitely be studying next week because I have an exam.
- 3 I probably won't be attending the match on Thursday afternoon ...
- 4 I will likely be asking for help before Tuesday.

### Exercise 3 page 45

Answers will vary.

### Be flexible

 Ask students to work in pairs. Tell them to make predictions about what famous people will be doing in ten years. Encourage them to offer amusing or unlikely activities. If the names below are either inappropriate or unknown, ask students for the names of famous living people and create a list of six to eight people for the whole class before they begin the pair work. Remind them to explain what the person *will be doing*.

Melinda Gates, Jackie Chan, Donald Trump, Cristiano Ronaldo, Angela Merkel, Serena Williams

Reduce the challenge for **lower-level students** by asking one member of the pair to start the sentence (*In ten years, Serena Williams will be ...*) and the second person to finish it (*... training a new player*).

### Exercise 4 page 46

1 take 2 to work 3 participating 4 to stay 5 working 6 see

### Exercise 5 page 46

Answers will vary. Possible answers:

- 1 Would you prefer to work for a lot of money or for career satisfaction?
- 2 I'd rather study a diploma course.
- 3 Would they like to apply to a university in Riyadh?
- 4 He'd rather study Medicine.
- 5 Would she like to take a theoretical course?
- 6 I'd rather not start working right away.

## LISTENING 2

### Learning objectives

- Understand key vocabulary for describing professions – *manual, medical, technical*
- Take notes on the pros and cons of different career paths in a conversation between students about the medical profession
- Summarize a speaker's position on job preference
- Identify and evaluate opinions expressed by different speakers
- Make inferences about speakers' true opinions using tone and pitch
- Synthesize information from a meeting between a student and a careers adviser and a conversation between students about the medical profession in a discussion

### Lead-in

Ask students to brainstorm about medical careers. Everyone knows about doctors, but what other careers are there in the medical field (e.g. midwife, radiologist, nurse, nutritionist)? What kind of training/education do these different careers require?

### Exercise 1 pages 46–47

1 medical 2 technical 3 physical 4 manual 5 professional 6 complex 7 secure 8 practical

### Exercise 2 page 47

Answers will vary.

**Exercise 3** page 48

Answers will vary. Possible answers:

emergency medical technician (EMT)	A&E (Accident and Emergency) nurse
<b>Pros:</b> exciting, takes less time, can become a specialist <b>Cons:</b> tough, physical job	<b>Pros:</b> pay is better <b>Cons:</b> takes more time

**Exercise 4** page 48

EMT

Possible answers:

Adam wants to help people and have a practical and secure job. He wants to start work quickly. He doesn't want to do a lot more complex studying.

**Exercise 5** page 48

1 medical student 2 Adam 3 Adam 4 Adam  
5 Adam 6 medical student 7 medical student 8 Adam

**Exercise 6** page 49

Possible answers:


Evidence: Adam talks about what an EMT does and what an A&E nurse does. Also, the course content, qualifications, who you work with after qualifying. They could also give figures for pay, specific course length, etc.

**Exercise 7** page 49

Possible answers:

- 1 The medical student probably thinks Adam should do the EMT course, because he is so enthusiastic about it.
- 2 Helping people, being independent and making decisions on his own. He speaks more and his tone is more positive when he talks about these factors of the EMT job.

**Optional activity**

 Ask students to review Listening 1 (either read the script or listen again). What can they infer? What does the adviser think Laura should do? What is the evidence for this conclusion? Does Laura change her mind about her plans during the interview? What is the evidence for this conclusion?

Suggested answers:

The adviser thinks she should study Mechanical Engineering: *Maybe you should consider Mechanical Engineering, then – as a start anyway. That's a good, basic Engineering degree – it covers the basic subjects. Mechanical Engineers often go on to become specialists in lots of different areas.* Then later, the adviser returns to this: *I suggest you find out more about engineering courses.*

Laura consents to investigating the possibility of an engineering career after the adviser offers to put her in touch with practising engineers.

**Exercise 8** page 49

Answers will vary.

**CRITICAL THINKING****Learning objectives**

- Evaluate and rank criteria relating to choice of profession
- Evaluate and rank criteria relating to a scholarship
- Justify how you ranked criteria
- Evaluate and rank the value to society of different courses of study

**UNLOCK TEACHER DEVELOPMENT****BE INFORMED**

→ **Prioritizing criteria** and **using priorities to evaluate options** are important skills for students because: (1) Students may have very little experience of using criteria to make decisions, and the concept may be very new; (2) They may be unfamiliar with the concept of 'weighting', whereby different criteria are given different levels of importance; (3) Critical thinking topics are relevant not only to their academic work but also to practical work – for example, when applying for scholarships, university places or jobs.

**BE CONFIDENT**

→ Develop these skills for yourself by doing the following activity:

*Imagine that your educational institution is going to award a prize for critical thinking. Five criteria have been agreed upon. How would you prioritize these criteria? (1 = most important, 5 = least important)*

- 1 Can learners distinguish between reasoned and logical arguments? \_\_\_\_
- 2 Can learners understand the connections between ideas? \_\_\_\_
- 3 Can learners organize their thoughts and approach problems in systematic ways? \_\_\_\_
- 4 Can learners identify and understand arguments in texts? \_\_\_\_
- 5 Can learners reflect on their own assumptions, beliefs, values and judgements? \_\_\_\_



### Lead-in

Give students a minute to read the speaking task they will do at the end of the unit and keep it in mind as they do the next exercises. Ask them to brainstorm in groups for a few minutes. What kind of student makes a good candidate for a scholarship? Tell them to keep their brainstorming notes for later, when they begin preparing for their discussions.

## UNLOCK TEACHER DEVELOPMENT

### BE READY

Look at the Critical Thinking section in the Student's Book on pages 50–52.

- ➔ Which elements of the lesson do you think your students will find easiest / most difficult / most useful? Why?
- ➔ Are your answers true for all students in your class?
- ➔ How can you adapt your teaching or the material to meet your students' needs?

### BE FLEXIBLE

An alternative way of starting Exercise 2, in particular for classes who know each other well, is to begin by getting students to predict their partner's responses.

**Exercises 1–5** pages 50–52

*Answers will vary.*

## UNLOCK TEACHER DEVELOPMENT

### BE REFLECTIVE

Think about the following questions:

- ➔ The questions in the *Be confident* section were asked in a critical thinking survey of teachers by Cambridge University Press. In the survey, the criteria were prioritized as follows: 5, 3, 2, 1, 4. Were your answers the same? Why / Why not?
- ➔ Did students have any practical or real-life experience of the critical thinking focus (e.g. when applying for a job or university place)? Getting students to link the theory of critical thinking with the reality is a very effective tool.

### BE COLLABORATIVE

Your development is more meaningful when it is shared. See page 14 for ideas on how to peer-collaborate. Why not share the ideas you generated in the *Be ready* section, and their outcome?

## PREPARATION FOR SPEAKING

### Learning objectives

- Discriminate between phrases for giving an opinion and making suggestions – *I think the most important factor is probably financial need. Why don't we rank the proposed courses of study according to their contribution to society? I feel it's important to really focus on the applicants' potential contribution to society.*
- Discriminate between formal and informal language for agreeing and disagreeing – *Sorry, but I have to disagree. Yes, I can see that. Yes, but it seems like a great way to really help people.*
- Use formal language to agree and disagree respectfully with opinions about careers
- Complete phrases for compromising and finalizing a decision – *I see. That's understandable. OK, I see your point. I think we've come to an agreement.*
- Communicate certainty and uncertainty using intonation

**Exercises 1 and 2** page 53

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

1, 2 and 6 give an opinion; 3, 4 and 5 are suggestions.

**Exercise 3** page 54


**1 D 2 A 3 A 4 D 5 D 6 D 7 A**

1, 2, 4, 6 and 7 are formal responses; 3 and 5 are informal.

**Exercise 4** page 54

*Answers will vary.*

### Optional activity

 You could turn the statements from Exercise 4 into a full class discussion, where everyone has a chance to express their real opinion on all six statements. Encourage students to use the language from Exercise 3 to do this.

**Exercises 5–6** page 55

**1** understandable **2** point **3** right **4** that **5** decision  
**6** agreement

**Exercise 7** page 55

**1 C 2 C 3 U 4 U 5 C 6 U**

**Exercise 8** page 55

*Answers will vary.*

## SPEAKING TASK

### Learning objectives

- Take part in a group discussion and rank candidates for a scholarship
- Decide which candidate should receive a scholarship
- Present and justify ideas about who should receive a scholarship (one student per group only)

**Exercises 1–5** page 56

*Answers will vary.*

## RESEARCH PROJECT

### Create a video about a course at university.

In groups, ask the class to make a list of some of the courses on offer at universities in their country. Each group should then choose one to research, finding out how long the course is, the topic areas it covers, student opinions for studying it, and what types of career the course can lead to. Students could find this information online or by contacting the university and/or students directly.

Each group then produces a five-minute video about the course for people considering studying that subject at university. Students will need to create a script, think about who in the group will film the video, who will edit it, and who will present the information. The videos could then be uploaded to a video-sharing website.

## CLASSROOM APP

### Exercises 1–2

*Answers will vary.*

### Exercise 3

- 1 We will be studying for the entrance exams this spring.
- 2 We are going to be taking business classes next year.
- 3 Will you be studying engineering at university?
- 4 Are you going to visit your sister in the holidays?
- 5 I won't be taking time off from work.
- 6 I will probably be studying nursing like my mum.
- 7 Juan is definitely going to be auditioning for the school play.
- 8 Ali certainly won't be practising football until after his final exams are over.

### Exercise 4

- 1 learn   2 working   3 to eat   4 to be   5 get   6 to bake  
7 start   8 to go

### Exercise 5

- 1 manual   2 physical   3 professional   4 technical  
5 complex   6 medical   7 practical   8 secure

### Exercise 6A

- 1 to concentrate on learning English   2 getting  
3 consider both academic and vocational career options  
4 studying the humanities is just as important as studying the sciences   5 applying at colleges in Europe  
6 to consider colleges that are international

### Exercise 6B

*Answers will vary*



UNIT OBJECTIVES	
<b>Watch and listen</b>	Watch and understand a video about a device which provides instant results to 33 tests.
<b>Listening skills</b>	Identify contrasting opinions; strengthen points in an argument.
<b>Critical thinking</b>	Analyze background and motivation.
<b>Grammar</b>	Use the third conditional; use the second conditional for unreal situations.
<b>Speaking skill</b>	Create persuasive arguments.
<b>Speaking task</b>	Role play a debate.
<b>Teacher development</b>	Help your students become better at <b>evaluating arguments</b> .

## UNLOCK YOUR KNOWLEDGE

### Background note

The photo shows a woman comforting her son after his first flu vaccination. Currently, in the UK, most children are vaccinated against diphtheria, tetanus, whooping cough, polio, Haemophilus influenzae type B and hepatitis B, among other diseases. Other diseases that are preventable with vaccination are chickenpox, flu, measles, mumps, rubella, meningitis, tuberculosis and yellow fever. There are still many diseases without a high-efficacy vaccine, such as malaria, dengue fever and many others. Diseases spread differently – some are spread through coughing, sneezing or by touch, and some are spread through water or by insects. Vaccines help stop the spread of disease and save lives. However, some people believe that vaccines are not safe, and could cause other illnesses and health conditions.

### Lead-in

Students work in teams to brainstorm medical vocabulary for the following categories. (You could add your own categories to make the exercise more challenging.)

- illnesses
- people involved in medicine
- places involved in medicine
- medical equipment
- medical verbs
- medical procedures (ways of helping sick people)

The first team to think of at least four words in each category, or alternatively 24 words in total, is the winner.

page 59

Answers will vary.

## WATCH AND LISTEN

### Learning objectives

- Listen and understand main ideas in a video about a medical innovation
- Listen and understand details
- Make inferences about the ideas in the video and their wider implications
- Practise talking about healthcare technology

### Exercises 1–2 page 60

Answers will vary.

### Exercise 3 pages 60–61

1 T

2 T

3 F; The patients are mainly the underprivileged.

4 F; The government plans to open 1,000 such community clinics.

5 T

6 F; India spends less than 1.5% of its GDP on public health.

### Exercise 4 page 61

1 making all the difference; instant results of; storing medical records

2 made for the top one percent of the world; work in conditions and environments that are not necessarily very friendly

3 1.5% of its GDP on public health; medical cost

### Exercises 5–6 page 61

Answers will vary.

## LISTENING 1

### Learning objectives

- Understand key vocabulary for disease – *contract, factor, infected*
- Use a text and a map to predict the main ideas in a seminar about pandemics
- Listen and take notes on the main causes of pandemics
- Listen and complete a detailed set of notes with opinions
- Listen and understand speakers' attitudes from intonation in question tags
- Evaluate risks and make suggestions and predictions about pandemics

### Lead-in

Ask students to brainstorm about major outbreaks of infectious diseases in recent history (e.g. SARS, MERS, avian flu, Ebola). What steps did governments take to stop the spread of these diseases? Make a list on the board.

### Exercise 1 page 62

**a** occur **b** recover **c** contract **d** infected  
**e** prevention **f** outbreak **g** treatment **h** factor

### Exercise 2 page 63

- 1 people's general health, how close they live together
- 2 large populations, people living close together, many international travellers, wealthier countries
- 3 high-risk countries are in dark blue; low-risk countries are in light blue

### Exercise 3 page 63

See answers for Exercise 2.

### Exercise 4 page 63

- 1 Possible causes of pandemics: poor general health, lack of vaccines
- 2 Possible factors making a country high risk: large populations living close together, many international travellers

### Exercise 6 page 64

- 1 may not be effective this year
- 2 might not work
- 3 before they even know they have them
- 4 set up a system for checking if people have a disease
- 5 have a terrible effect on the economy
- 6 stop a lot of people going to work and it could separate families


### Exercise 7 page 65

**3 U 4 A 5 A 6 A 7 A 8 A**

### Exercise 8 page 65

**1 b 2 a 3 a**

### Optional activity

 Take a section of the script and break it into sentences. Ask students to work in pairs to create tag questions for each, trying both types of intonation. One creates the tag question and the other has to guess the meaning – seeking agreement or expressing uncertainty. These are more challenging than the examples on page 65 because there are two clauses, so remind students that the tag should be based on the *main* verb in the *final* clause (bolded in the examples below):

- 1 They should give a vaccine to people as soon as an outbreak occurs, because prevention **is** generally much easier than treatment, (isn't it?)
- 2 When governments focus on the prevention of disease, pandemics **become** very rare, (don't they?)

### Exercise 9 page 65

Answers will vary.

## LANGUAGE DEVELOPMENT

### Learning objectives

- Identify the meaning of health science vocabulary from context – *aid, antibiotic, prevention*
- Use the third conditional to describe the consequences of hypothetical past actions to complete a conversation about a pandemic – *If she had gone to school that day, she would have caught the flu. If you had gone on your trip, you might have caught the virus.*
- Use the correct form of verbs in second conditional sentences about illnesses – *If people stopped having vaccines, there would be pandemics. If people got vaccinated, they could avoid many illnesses.*

### Exercise 1 page 66


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

### Exercise 2 pages 67–68

- 1 had developed 2 might not have happened
- 3 might have survived 4 had found 5 hadn't focused
- 6 could have discovered 7 had questioned
- 8 would have realized 9 had allowed
- 10 wouldn't have called



## Be flexible

 Ask students to think about regrets they have about something they did or didn't do. Why do they regret it? What should they have done instead? Tell them to make a list. Then in pairs, they exchange lists and ask each other questions. The phrase in bold in the example below can be used for each question.

Example of a regret + reason from Student 1's list: *I chose an arts degree. It's been really hard to find a job.*

Student 2 asks: *If you had realized the difficulty of finding a job with an arts degree, **what would you have done differently?***

Student 1 responds: *If I had realized that, I would have done a degree in medicine.*

Then students change roles and repeat the process.

If this activity is too easy for **more advanced students**, increase the level of difficulty by asking them to talk about the result of a negative condition.

*If the government **hadn't provided** financial assistance, I couldn't have done a university degree.*

*If I **hadn't stayed** home from school last week, I would have caught the flu.*

### Exercise 3 page 68

Answers will vary. Possible answers:

- 2 If it were available    3 If there weren't an outbreak  
4 we might need the vaccine    5 she wouldn't be worried

## LISTENING 2

### Learning objectives

- Understand key vocabulary for medicine – *clinical, controlled, precaution*
- Predict, listen and understand main ideas in a debate about flu vaccinations
- Create a T-chart to organize notes on main ideas
- Listen and take notes on main ideas
- Listen and understand details
- Identify different techniques for supporting arguments
- Synthesize ideas from a seminar about pandemics and a debate about flu vaccinations in a discussion

### Lead-in

Ask students if they were vaccinated as children. For what diseases? What do they know about these diseases (e.g. the morbidity rate of smallpox)? Have they continued to get vaccinations? Against what diseases?

### Exercise 1 page 69

- 1 prove    2 clinical    3 researchers    4 precautions  
5 in favour of    6 controlled    7 data    8 trials

### Exercise 2 page 69

- 1 don't agree    2 believe    3 haven't    4 Some

### Exercise 3 page 70

See answers for Exercise 2.

### Exercise 4 page 70

Possible answers:

**Dr Sandra Smith:** Overall, flu vaccination is a good idea. New flu vaccines need to be made each year as the virus changes. No evidence that flu vaccine is harmful. Certain people should definitely have the flu vaccine, such as children, people over 65, pregnant women and anybody who already has a serious illness.

**Mark Li:** The flu vaccine isn't a good idea. It isn't scientifically tested. The flu vaccine can make you ill. Nobody should have the flu vaccine.


### Exercise 6 page 70

- 1 F; Hundreds of thousands of people get ill from the flu every year.    2 F; The majority of the population does not receive the flu vaccine.    3 T    4 F; He is not against all vaccines, just some.    5 F; There is no scientific evidence that the vaccine doesn't work.    6 F; There is no scientific evidence that the flu vaccine makes people ill.

### Exercise 7 page 71

- 1 d    2 c    3 a    4 e    5 b

### Optional activity

 Students underline the parts of the examples in Exercise 7 that they could use in the debates in the final speaking task.

### Exercise 8 page 71

Answers will vary.

## CRITICAL THINKING

### Learning objectives

- Use background information to analyze the motivation behind speakers' arguments about vaccinations
- Hypothesize about the opinions of medical professionals on a range of healthcare issues
- Analyze and note your group's background and motivation in preparation for a role play debate

## UNLOCK TEACHER DEVELOPMENT

### BE INFORMED

→ **Evaluating arguments** is an important skill for students because: (1) Different people / organizations can interpret the same thing in very different ways; (2) Sometimes people can sound very convincing (e.g. by using complicated language), when the actual content of their argument is weak; (3) When writing essays, you are not assessed on the number of arguments you make, but on the quality of your arguments.

### BE CONFIDENT

→ Develop these skills for yourself by doing the following activity:

*Imagine that a group of teachers were asked the following question: 'Are your students good at critical thinking?'. These are some of the responses.*

'My students are poor critical thinkers because they do not enjoy it.'

'My students are really good at critical thinking, so I must be a good teacher.'

'My students do not have any opportunity to practise critical thinking, so they do not improve.'

'My students work hard to improve their critical thinking skills, because they see its relevance to their studies and lives.'

- 1 Which of these arguments are the strongest? Which are the weakest?
- 2 What is the problem with the arguments which are poorly supported? How could they be improved?

### Lead-in

Give students a minute to read the speaking task they will do at the end of the unit and keep it in mind as they do the next exercises. Have them brainstorm in groups for a few minutes, by asking, *What do you think? Of course, it would be nice if healthcare were free, but it's never really free. Somebody has to pay. Who pays in a 'free' system?* Tell them to keep their brainstorming notes for later, when they begin to prepare for their debates.

## UNLOCK TEACHER DEVELOPMENT

### BE READY

Look at the Critical Thinking section in the Student's Book on pages 180–182.

- Which elements of the lesson do you think your students will find easiest / most difficult / most useful? Why?
- Are your answers true for all students in your class?
- How can you adapt your teaching or the material to meet your students' needs?

### BE FLEXIBLE

Think of a recent event (e.g. in the news, or in your school/college) where different people have different opinions about the same thing. This would make an interesting introduction to the topic, and offer a good opportunity to apply this knowledge.

### Exercises 1–2 pages 72–73

Answers will vary.

### Exercises 3–4 page 73

1 M 2 S 3 S 4 M 5 M 6 S

### Exercise 5 page 73

Possible answers:

- 1 **ML**: it's natural, it's better than modern medicine; **SS**: it isn't proven to work, it doesn't help you
- 2 **ML**: this is what people have always done and it works; **SS**: medicine is much more effective than food
- 3 **ML**: they're just trying to make you think you're ill and sell you a cure; **SS**: it's a valuable way for people to learn about how to treat illnesses
- 4 **Both**: exercise has been proved to have positive health benefits
- 5 **ML**: the fever is a natural part of the illness, you don't need to give the child medicine; **SS**: paracetamol or ibuprofen will help the child feel better
- 6 **ML**: this may be a good idea, but clinical treatment may still not work for everyone; **SS**: this is the best thing we can do to prevent illness and disease

### Exercises 6–7 page 74

Answers will vary.



## UNLOCK TEACHER DEVELOPMENT

### BE REFLECTIVE

Think about the following questions:

- ➔ Evaluate how successful your teaching of critical thinking was. Which part was most successful? Which part was least successful? Why?
- ➔ If you heard a teaching colleague make one of the weak arguments (or similar) in the *Be confident* section opposite, what might you say to them?

### BE COLLABORATIVE

Your development is more meaningful when it is shared. See page 14 for ideas on how to peer-collaborate. Why not share the ideas you generated in the *Be flexible* section, and their outcome?

## PREPARATION FOR SPEAKING

### Learning objectives

- Identify different strategies used in persuasive arguments – personal examples, challenging questions, persuasive language, addressing opposing arguments, presenting factual support for a position
- Create persuasive arguments using a variety of techniques


**Exercise 1** page 76

1 d 2 a 3 e 4 b 5 c

**Exercises 2–3** page 77

*Answers will vary.*

### Be flexible

 Ask students to work in pairs to create persuasive statements that include the elements listed in Exercise 1 (personal example, challenging questions, etc.) for or against raising the price of cigarettes as a way to make people give up smoking (or choose another health-related issue). They should use just one element per statement. Then they compare their work to another pair's work.

Provide more support for **weaker students** in the class. Tell them to think about the background and point of view of the person who might make each of the statements in the optional activity above (i.e. their background, personal and professional motivations, and role in society – see the Skills box on page. 72). What kind of person would say this? Why might he or she have this opinion?

## SPEAKING TASK

### Learning objectives

- Prepare to role play a debate between representatives of an aid organization and a drug company by allocating roles, and reviewing and adding to notes
- Prepare an opening statement of your position for a debate
- Anticipate opposing positions and prepare counter-arguments
- Take part in a debate between representatives of an aid organization and a drug company

**Exercises 1–7** pages 77–78

*Answers will vary.*

## RESEARCH PROJECT

### Create a podcast about deadly diseases.

Ask students to think about diseases which used to be very common or deadly, but which are now under control or treatable (smallpox, polio, etc.). Divide the class into groups and ask each group to research one of these diseases, including how it is/was spread, treatment and prevention, and the long-term effects of the illness.

Each group then creates a three-minute podcast of this information to share with other groups. This could be shared in class or using online tools. The podcasts could also be used as the basis for short listening tests, whereby each group prepares one or two tasks for the rest of the class, based on their recording.

## CLASSROOM APP

### Exercise 1

*Answers will vary.*

### Exercise 2

1 recover 2 trials 3 prevention 4 aid 5 urgent  
6 antibiotic 7 treat 8 virus

### Exercise 3

- she had taken vitamins, she would not have got sick.
- If you had gone to the doctor, you might have got some antibiotics.
- The school could have avoided closing if it had had a school nurse to treat students when the flu started spreading.

- 4 If I had got the flu vaccine, I wouldn't have got sick when the flu spread.
- 5 I wouldn't have needed an antibiotic if I had listened to my doctor and rested more.
- 6 The government could have prevented a flu outbreak if it had offered vaccines to the citizens.

#### Exercise 4

- 1 stopped 2 recommended 3 were 4 be  
5 close 6 were

#### Exercise 5

- 1 trials 2 prove 3 researcher 4 clinical 5 controlled  
6 precautions 7 in favour of 8 data

#### Exercise 6

*Answers will vary.*

#### Exercise 7

- 1 giving personal examples 2 addressing the opposing argument 3 asking challenging questions 4 presenting support for a position 5 giving personal examples  
6 presenting support for a position



UNIT OBJECTIVES	
<b>Watch and listen</b>	Watch and understand a video about cloning endangered species.
<b>Listening skills</b>	Distinguish main ideas from details; take notes on main ideas and details.
<b>Critical thinking</b>	Organize information in a presentation.
<b>Grammar</b>	Use multi-word prepositions; use the past perfect.
<b>Speaking skills</b>	Give background information and explain a problem; use signposting language in a presentation.
<b>Speaking task</b>	Give a problem and solution presentation.
<b>Teacher development</b>	Help your students become better at <b>organizing information in a presentation</b> .

## UNLOCK YOUR KNOWLEDGE

### Background note

The photo shows industrial vehicles sorting out logs at a sawmill on Vancouver Island, British Columbia, Canada. Deforestation means removing trees from an area to make space for agriculture, urbanization or transport. British Columbia has experienced heavy deforestation. Some negative effects of deforestation include destroying the natural environment of animals, causing an increase in carbon dioxide and greenhouse gas emissions, and soil erosion.

Other ways that humans have an impact on the environment include farming, fishing, energy production, mining, transport and manufacturing. Certain man-made materials, such as plastics, paint and chemicals, can have a negative effect on the environment. Some ways we can use natural resources responsibly are by reducing what we use, recycling and re-using things we already have.

### Lead-in

Write the following questions on the board for students to discuss in small groups.

- 1 What does the word *environment* mean to you?
- 2 What are some examples of threats to the environment (a) in your country, (b) in other countries?
- 3 Do you think it is important for us to protect the environment? Why / Why not?
- 4 Do you do anything to help the environment?

page 81

*Answers will vary.*

## WATCH AND LISTEN

### Learning objectives

- Listen and identify main ideas in a video about cloning endangered species
- Listen and understand details
- Make inferences about the successes and dangers of cloning based on the information in the video
- Practise talking about endangered species

**Exercises 1–2** page 82

*Answers will vary.*

**Exercise 3** page 83

b

**Exercise 4** page 83

- 1 because the cloning of the banteng is the most successful cloning yet
- 2 by injecting the banteng's genetic material into the egg of a living cow
- 3 because it is pointless being able to produce more endangered animals unless we protect the habitat and deal with the root causes of endangerment

**Exercises 5–6** page 83

*Answers will vary.*

## LISTENING 1

### Learning objectives

- Understand key vocabulary for the environment – *adapt, coastal, conservation*
- Predict and listen and understand how details relate to main ideas in a lecture about habitat destruction
- Listen and complete a set of detailed notes
- Use detailed notes to complete a summary
- Identify the speaker's opinion on human activities and habitat destruction
- Gain awareness of the use of pauses in prepared speech
- Describe habitats and wildlife in areas you know well

### Lead-in

Ask students to think about the impact of human activity on the environment and, specifically, on other organisms. In pairs or small groups, they make two lists: (1) animals that have suffered as a result of human activity; and (2) animals that have thrived as the result of human activity or living near humans. If they have trouble with the second, prompt them by asking them to think about pests (e.g. rats, insects, monkeys). Pairs exchange and compare their lists.

### Exercise 1 page 84

1 conservation 2 habitats 3 waste 4 coastal 5 adapt  
6 exploit 7 impact 8 modify

### Exercise 2 page 85

Planet Earth is dynamic and always changing.

i, g, b, e, c, j

Habitat destruction hasn't been bad news for all animals.

f, h, a, d

### Exercise 3 page 85

See answers for Exercise 2.

### Exercise 4 page 86

Suggested answers:

1 10% 2 natural (causes) 3 800 square kilometres  
4 rivers were blocked 5 16 million 6 9 million  
7 fragmentation 8 fish and other sea life 9 Africa and Asia  
10 Australia, Europe, Japan, North America  
11 Mumbai 12 diets 13 fruit, plants, nuts and rodents  
14 rubbish 15 pollution 16 resources 17 waste

### Exercise 5 page 87

1 10,000 2 rainforest 3 9 4 160,000 5 rubbish  
6 pollution

### Exercise 6 page 87

1 a 2 b 3 a

### Exercise 7 page 88

Answers are in the Student's Book.


### Exercise 8 page 88

One other animal that is as at home in the city as in the countryside [/ /] is the raccoon. [/ /] In fact, [/ /] raccoons are so at home in the city that the number of city raccoons has increased. [/ /] Raccoons have different diets depending on their environment. [/ /] Common foods include fruit, [/ /], plants [/ /], nuts [/ /] and rodents. [/ /] Much like the foxes of London, [/ /] raccoons living in the city are known to eat rubbish out of bins, [/ /] steal food from people's homes [/ /] and occasionally bite people.

### Exercise 9 page 88

Answers will vary.

### Be flexible

 Tell students to look at the script for Listening 1 on page 208. In pairs, students choose one paragraph (or part of a paragraph) from the lecture and insert pause symbols (/ /) where appropriate. They practise saying their paragraphs, paying particular attention to the pauses. When they are ready, ask volunteers to present their ideas to the class. Play the recording again to compare students' ideas with the original.

You could provide **weaker students** with more support by choosing one paragraph for the whole class to work with. Students should still work in pairs. Note that even if students' versions are different, this does not necessarily mean that they are wrong. If students are still having difficulty, play the recording again so that students can compare their ideas with the original.

### Exercise 10 page 88

Answers will vary.



## LANGUAGE DEVELOPMENT

### Learning objectives

- Use the correct multi-word prepositions in sentences – *Based on research that I carried out in Ethiopia ...*, *According to the latest Economist magazine ...*, *The doctors used strong medication as well as a lot of liquid to cure patients.*
- Use the past perfect and past simple in sentences to describe environmental change – *Before people started settling in the Arctic, much of the land had been untouched. We hadn't noticed foxes in the neighbourhood until we saw them on TV.*
- Use verbs that describe environmental change to complete sentences – *Foxes have adapted to living in cities. The number of wild birds in Europe has declined sharply.*

### Exercise 1 page 89

1 b 2 e 3 a 4 d 5 c

### Exercise 2 page 89

1 Based on 2 due to 3 According to 4 instead of  
5 as well as 6 except for

### Exercise 3 page 90

Answers will vary.


### Exercise 4 page 91

1 wrote 2 had spent 3 did 4 had; published  
5 began 6 used 7 sprayed 8 had heard 9 decided  
10 had released 11 attacked 12 responded

### Exercise 5 page 91

1 settled; had been 2 began; had used 3 had not /  
hadn't noticed; saw 4 erupted; had evacuated

### Optional activity

 Give out slips of paper, each with a time in the past (or implied time in the past), for example, *by 2010*, *by last October*, *by my 15th birthday*, *when I got my first job*. Students work in pairs. They say something they had already completed by that time (using the past perfect). Offer an example:  
*When I moved to Istanbul, I **had** already **finished** my degree.*

### Exercise 6 page 92

1 adapted 2 survived 3 declined 4 extracted  
5 impacted 6 affect 7 occurred 8 exploited

## LISTENING 2

### Learning objectives

- Understand key vocabulary for desert habitats – *harsh, wilderness, minerals*
- Listen and complete a set of notes on the main ideas in a talk about the decline of desert habitats
- Listen and identify details
- Understand the organization and function of different parts of a talk
- Synthesize ideas from a lecture about habitat destruction and a talk about the decline of desert habitats

### Lead-in

Ask students if they have ever been to a desert, and if so, to describe what it was like. Would they want to live there? Why / Why not? (If nobody has been to a desert, have a picture of the desert ready to help them imagine it.)

If the students live in a desert country, ask them to describe how living in a desert country/community is different from life in more temperate and wetter habitats. How is their daily life affected by the habitat?

### Exercise 1 page 93

Answers will vary.

### Exercise 2 page 93

a mining b natural gas c minerals d diamond  
e harsh f wilderness g copper

### Exercise 3 page 94

Suggested answers:

1 Decline and destruction of deserts 2 exploit  
3 ecosystem 4 dust and dirt 5 die 6 soil 7 manage  
8 technological

### Exercise 4 page 94

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

### Exercise 5 page 94

1 25% 2 North Africa 3 copper, gold and other metals  
4 hot and dry, with stable soil 5 Arabian oryx 6 solar


### Exercise 6 page 95

1 b 2 a 3 c

### Exercise 7 page 95

- a** background information   **b** offer a solution  
**c** explain a problem

#### Optional activity

 Write the following words and phrases from Listening 2 in two columns on the board. Students work in pairs to make collocations. They could check their answers in the script on pages 209–210, or listen to the recording again. In class feedback, make sure everyone understands all the collocations.

1 threats	a variety of
2 background	b available
3 freely	c dwellers
4 power	d habitat
5 city	e information
6 a wide	f life
7 animal	g generation
8 way of	h to this environment

### Exercise 8 page 95

Answers will vary.

## CRITICAL THINKING

#### Learning objectives

- Complete an outline of a presentation with main ideas and details
- Understand the key features of an outline of a presentation
- Research and create an outline of a presentation on an environmental topic
- Give and respond to feedback on the outline of your presentation

## UNLOCK TEACHER DEVELOPMENT

### BE INFORMED

→ **Organizing information in a presentation** is an important skill for students because: (1) Students often find giving presentations difficult, and having some kind of clear structure to follow would help them become better at this; (2) Developing an outline as part of their planning can help to clarify the connections between main points, specific examples and details; (3) It can help them follow lectures and speeches more easily.

### BE CONFIDENT

→ Develop this skill for yourself by doing the following activity:

Look at the example of an outline on page 96 of the Student's Book. Create a similar outline for a short presentation on the topic below.

**Topic:** Why critical thinking is important for young people

**Introduction** (background information):

I. Main idea: \_\_\_\_\_

A. Detail: \_\_\_\_\_

a. Example: \_\_\_\_\_

b. Example: \_\_\_\_\_

B. Detail: \_\_\_\_\_

II. Main idea: \_\_\_\_\_

A. Detail: \_\_\_\_\_

a. Example: \_\_\_\_\_

B. Detail: \_\_\_\_\_

a. Example: \_\_\_\_\_

**Solutions:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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What did you learn by doing this task?

### Lead-in

Give students a minute to read the speaking task they will do at the end of the unit and keep it in mind as they do the next exercises. Ask them to brainstorm in groups for a few minutes about where they can find information about both the problem and the solution. Tell them to keep their brainstorming notes for later, when they begin to develop their presentation.



## UNLOCK TEACHER DEVELOPMENT

### BE READY

Look at the Critical Thinking section in the Student's Book on pages 96–97.

- ➔ Which elements of the lesson do you think your students will find easiest / most difficult / most useful? Why?
- ➔ Are your answers true for all students in your class?
- ➔ How can you adapt your teaching or the material to meet your students' needs?

### BE FLEXIBLE

Students do not necessarily need to be restricted to the topics given in Exercise 3. Let them research a different topic (as long as it is relevant) if they have a particular interest in it. It may be that particular topics may be more relevant depending on where they live (e.g. global warming if living in country affected by it).

**Exercise 1** page 96

**Topic:** Decline and destruction of deserts

**Introduction (background information):** Desert environment and wildlife

**I. Main idea:** Human survival

**A. Detail:** People in deserts

**a. Example:** Topnaar

**b. Example:** Bedouins

**B. Detail:** People in cities

**II. Main idea:** Plant and animal survival

**A. Detail:** Desert plants

**a. Example:** Acacia tree

**B. Detail:** Desert animals

**a. Example:** Arabian oryx

**Solutions:** Manage desert resources carefully instead of abusing them; apply technological solutions; use wind and solar energy to provide clean energy in existing desert cities

**Exercise 2** page 97

**1 T 2 T**

**3 F;** The outline doesn't tell the speaker exactly what to say in the presentation.

**4 F;** The outline includes only relevant details about the talk.

**Exercises 3–5** page 97

*Answers will vary.*

## UNLOCK TEACHER DEVELOPMENT

### BE REFLECTIVE

Think about the following questions:

- ➔ Is there an opportunity for you to give the presentation you planned in the *Be confident* section? If not in person, perhaps you could record it and share with colleagues, and they could do the same.
- ➔ Some students can feel scared or anxious when giving a presentation. Did creating an outline and organizing the information give your students more confidence when thinking about doing their presentation for the speaking task?

### BE COLLABORATIVE

Your development is more meaningful when it is shared. See page 14 for ideas on how to peer-collaborate. Why not share the ideas you generated in the *Be ready* section, and their outcome?

## PREPARATION FOR SPEAKING


### Learning objectives

- Understand the function of sentences giving background information and explaining a problem
- Use signposting language to give examples, to signal transition and to give conclusions – *Let's begin by looking at background information. A good example of this is Egyptian cotton. But what does this mean for the rest of the world?*

**Exercise 1** page 98

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

### Optional activity

 Ask students to review the following extract from the audioscript of Listening 2 (Track 4.5 on page 209–210), which gives background information at the beginning of the lecture:

'Let's begin by looking at some background information from the United Nations Environment Programme. The United Nations reports in *Global Deserts Outlook* that the Earth's deserts cover about 33.7 million square kilometres, or about 25% of the Earth's surface. Deserts are home to 500 million people, or about 8% of the world's population.'

How did the background information help them to understand the rest of the lecture? If they hadn't read this background information, what would have been difficult to understand in the lecture? (This question also gives practice in the third conditional.)

**Exercise 2** page 99

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

**Exercise 3** page 99

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

**SPEAKING TASK****Learning objectives**

- Prepare for a presentation about a change in the environment by reviewing your notes and adding new information
- Prepare an introduction for your presentation
- Review your solutions and select signposting language to signal your conclusions
- Give a presentation about a change in the environment and discuss possible solutions

**Exercises 1–6** page 100*Answers will vary.***RESEARCH PROJECT****Create a website about an environmental threat.**

Ask students to make a list of different environmental problems and then decide on one which they consider may be a real threat to them (desertification, flooding, droughts, destruction of trees, loss of biodiversity, etc.). Students could use online tools to share and discuss their ideas.

Students create a class website outlining the causes and dangers of their chosen environmental threat, as well as what can be done about it. If they are not sure how to start, suggest that they search 'create free website'. They could include audio clips, videos and images on the website.

**CLASSROOM APP****Exercises 1–2***Answers will vary.***Exercise 3**

1 to 2 on 3 to 4 to 5 from 6 with 7 of 8 as

**Exercise 4**

1 moved; had caused 2 had begun; covered

3 had lectured; hadn't lectured

4 were discovered; hadn't paid attention

**Exercise 5**

1 adapt 2 diamond 3 coastal 4 harsh 5 modify

6 waste 7 conservation 8 exploit

**Exercise 6**

1 give an example 2 start a new topic 3 make a conclusion 4 give an example 5 start a new topic



UNIT OBJECTIVES	
<b>Watch and listen</b>	Watch and understand a video about skyscrapers.
<b>Listening skills</b>	Understand figurative language; understand strong and tentative suggestions.
<b>Critical thinking</b>	Compare and evaluate solutions.
<b>Grammar</b>	Use <i>will</i> and <i>be going to</i> for predictions and expectations.
<b>Speaking skills</b>	Present a problem; make polite suggestions; respond to suggested solutions.
<b>Speaking task</b>	Discuss a housing problem and possible solutions.
<b>Teacher development</b>	Help your students become better at <b>comparing and evaluating solutions</b> .

## UNLOCK YOUR KNOWLEDGE

### Background note

The photo shows the Hotel Marqués de Riscal in Elciego, Spain. The hotel was designed by the award-winning Canadian architect, Frank Gehry, and was opened in 2006. Gehry's design has angled walls, zigzag windows and curved lines, and uses unusual materials. It is a small luxury hotel located in an agricultural region in northwest Spain, among famous Spanish vineyards. The hotel attracts a lot of visitors to the area. Other famous buildings by Gehry include the Guggenheim Museum in Bilbao, Spain, and the Walt Disney Concert Hall in Los Angeles, California, the USA.

### Lead-in

On the board, write *Architectural Wonders of the World*. Elicit briefly from the class what the phrase means. Students work in small groups to brainstorm a list of ten examples of architectural wonders. When they are ready, ask volunteers from each group to present their ideas to the class. Discuss with the class similarities and differences between their lists. If some students have never heard of some of the wonders, ask the student who suggested it to explain what it is and why it is so special.

page 103

- 1** This is the Hotel Marqués de Riscal in Elciego, Spain.  
It was designed by Frank Gehry.  
**2–3** *Answers will vary.*

## WATCH AND LISTEN

### Learning objectives

- Listen and understand main ideas in a video about skyscrapers
- Listen and complete a set of notes with details
- Make inferences about architecture
- Practise talking about buildings

**Exercises 1–2** page 104

*Answers will vary.*

**Exercise 3** page 105

- 1** F; Skyscrapers originated in Chicago. **2** T  
**3** F; The first skyscraper was completed in 1889. **4** T **5** T

**Exercise 4** page 105

- 1** a fire in 1871 **2** Chicago **3** Michigan Avenue, Chicago  
**4** 300,000 corporations in the United States **5** American corporate success

**Exercises 5–6** page 105

*Answers will vary.*

## LISTENING 1

### Learning objectives

- Understand key vocabulary for property development – *investment, contemporary, potential*
- Listen and understand main problems discussed by two property developers
- Listen and complete detailed notes on solutions
- Understand the meaning and function of figurative language – *biting off more than we can chew, a new lease of life, a potential goldmine*
- Create personalized examples using figurative language
- Understand the use of contrastive stress to emphasize alternatives in discussions
- Give opinions on the renovation and uses of old or historical buildings

### Lead-in

Students work in small groups. Ask them to think about an area in their city that has become more popular in recent years, where there has been a lot of building. What was the area like before the building started? Were old buildings demolished? Were they repaired? If so, how do they look now? Ask if they prefer new buildings, modern buildings, or old buildings that have been repaired so that they are functional in today's world. Why?

### Exercise 1 page 106

**a** transform   **b** collapse   **c** contemporary   **d** feature  
**e** anticipate   **f** potential   **g** obtain

### Exercise 2 page 106

Answers will vary.

### Exercise 3 page 107

**1** the Westside area itself   **2** the poor condition of the warehouse

### Exercise 4 page 107

Suggested answers:

- 1** development; transform
- 3** Renovate; potential
- 4** the area; new, modern
- 5** old architectural
- 6** contemporary; steel; glass
- 7** wooden beams; brick; building; building
- 8** shops; apartments; offices

### Exercise 5 page 107

Suggested answers:

- 1** At the beginning of the conversation, only one developer thinks a building development in Westside is a good idea.
- 2** There is some development going on in Westside.
- 3** There has not been much investment in the area in the past 20 years.
- 4** Only one developer thinks the best idea is to knock down the warehouse.
- 5** The developers do not need to choose between a contemporary building style and a traditional one.
- 6** The building can offer floor space for some shops.
- 7** Shops would not have to be on the second floor. They could be on the ground floor.
- 8** Renovation would not mean removing all the original features of the building.

### Exercise 6 page 108

**1** b   **2** d   **3** c   **4** a

### Exercise 7 page 108


**Supports knocking the building down:** 1, 3; because they have negative connotations

**Supports converting and modernizing it:** 2, 4; because they have positive connotations

### Exercises 8–9 page 108

Answers will vary.

### Optional activity

 Write the following statements on the board (without the words underlined). Ask students to identify any figurative language.

- 1** I love being an architect. When I am designing buildings, my mind is on fire with hundreds of ideas.
- 2** The lines of the building seem to dance in the sunlight.
- 3** I've seen this building a million times, but I never really understood it before.
- 4** I like this building because it has lots of curves instead of straight lines. (X)
- 5** Your home is your castle.
- 6** The building is just tall enough to peek over the bank in front of it.

Students can then think of statements using figurative language to describe the buildings where they live, work or go to school, and share their statements with their classmates.



### Exercise 10 page 109

- 1 It looks as though it's about to collapse!
- 2 Really? I think the project is going to be a great success.
- 3 Couldn't we do both? We'll maintain more of a connection to the past if we include the old building as part of the new one.

### Exercises 11–12 page 109

Answers will vary.

## LANGUAGE DEVELOPMENT

### Learning objectives

- Use *will* and *be going to* to describe your predictions and expectations about buildings in the future – *Perhaps I'll study Architecture, so I can work to restore old buildings to their former glory. I'll definitely consider buying a house. A lot of people are going to move into the luxury apartments that are being built in the city centre.*
- Use academic vocabulary for architecture and transformation to complete sentences – *Architecture can transform the way people interact with the world. The people working inside maintain a connection with nature. Suitable sites can be difficult to identify as cities expand.*

### Exercise 1 page 110

- 1 The building I want to move into was bought by a developer. It's definitely going to be renovated before I move there.
- 2 The construction team probably isn't going to begin work until next month.
- 3 The supporting walls are already up. The developers will probably complete the building soon.
- 4 The developer is drawing up his plans now. Maybe he will send me the plans for the apartments on Friday.
- 5 I will certainly help you with your Architecture assignment now.
- 6 Farah is off work on Friday. Perhaps she will help you study for the Architecture test.

### Exercise 2 page 111

Answers will vary.


### Exercise 3 page 111

- 1 contribute   2 transform   3 maintain   4 expand  
5 anticipate   6 abandon   7 convert   8 acquire

### Exercise 4 page 112

- 1 expand   2 transform   3 contributed   4 anticipate  
5 convert   6 acquire   7 abandon   8 maintain

### Optional activity

 Ask students to make predictions about how their city will look in 25 or 50 years. What buildings will still be there? Will there be big changes or will things still look much the same? They should use the vocabulary of architecture and transformation, as well as adverbs of certainty. (If you plan for some students to do the optional *Be flexible* activity for Listening 2, tell them to save their work for later.)

## LISTENING 2

### Learning objectives

- Understand key vocabulary for housing development – *adequate, existing, appropriate*
- Take notes on proposed solutions to housing problems in a housing development meeting
- Listen and identify main ideas and details
- Identify language which shows whether suggestions are strong or tentative – *What about more, smaller, lower buildings? In my view, the only viable option is to use brick. I strongly recommend that you reconsider this.*
- Synthesize information from a discussion between two property developers and a housing development meeting in a discussion

### Lead-in

Have small-group discussions about what happens when communities and neighbourhoods change. Sometimes the people who have lived in these places for a long time don't like the changes. What kinds of objections do they often have? Ask students to make a list, then compare their lists with other groups.

### Exercise 1 page 112

- a existing   b controversial   c adequate   d sympathetic  
e ambitious   f appropriate   g concerned

### Exercises 2–4 page 113

Answers will vary.

### Exercise 5 page 113

Possible answers:

- 1 use reflective glass; make the building lower
- 2 reflect the size and materials of the other buildings in the area
- 3 position the new building near the edge of the site

### Exercise 6 page 114

1 C 2 D 3 A 4 B


### Exercise 7 page 114

1 D 2 D 3 C 4 C 5 C 6 C 7 D 8 D

### Exercise 8 page 115

1 T 2 S 3 T 4 S 5 T 6 S

#### Be flexible

 In pairs, ask students to review Listening 1 and identify strong and tentative suggestions in the script. Some examples include:

strong: *I strongly suggest that you reconsider this.*

tentative: *We could consider using reflective glass instead, then.*

Provide more challenge for **stronger students** by asking them to return to the predictions they wrote for the optional activity in Listening 1. Tell them to write a strong or tentative suggestion about each of the buildings or areas in their statements.

### Exercise 9 page 115

Answers will vary.

## CRITICAL THINKING

#### Learning objectives

- Identify the problems with an apartment building and the requirements of a replacement building
- Evaluate three buildings against the project requirements

### UNLOCK TEACHER DEVELOPMENT

#### BE INFORMED

→ **Comparing and evaluating solutions** is an important skill for students because: (1) There is often more than one solution to a problem; (2) Students need the tools to be able to decide which of several solutions is the best in specific circumstances; (3) This is a useful skill not only in academic life, but also in day-to-day life and the world of work.

#### BE CONFIDENT

→ Develop this skill for yourself by doing the following activity:

*The leader of your educational institution wants to improve the way critical thinking is taught. Which of the three solutions (A, B or C) do you think is best? Why?*

solution A	solution B	solution C
-Students do compulsory critical thinking classes in the afternoon instead of sport. -Critical thinking assessed through internal and external exams. -Students encouraged to find critical thinking resources by themselves.	-Students do optional extra critical thinking classes instead of sport. -Critical thinking assessed through written exams. -More critical thinking books should be provided in the library.	-All critical thinking teaching takes place in English language lessons. -Critical thinking assessed through spoken assessments. -More online critical thinking resources should be provided.

*If you do not think any of these solutions worked well, how did you decide what was more or less important in order to reach a decision?*

#### Lead-in

Give students a minute to read the speaking task they will do at the end of the unit and keep it in mind as they do the next exercises. Ask them to brainstorm in groups for a few minutes. The oil company (mentioned in the speaking task) faces a number of challenges. Which do they think will be the easiest to solve? Which will be the hardest? Tell them to keep their brainstorming notes for later, when they begin to prepare for their discussion.

### UNLOCK TEACHER DEVELOPMENT

#### BE READY

Look at the Critical Thinking section in the Student's Book on pages 116–118.

- Which elements of the lesson do you think your students will find easiest / most difficult / most useful? Why?
- Are your answers true for all students in your class?
- How can you adapt your teaching or the material to meet your students' needs?

#### BE FLEXIBLE

An interesting extension to Exercise 3 would be to ask whether any groups were unable to reach a group decision. It would be very valuable to understand why it was not possible to reach a consensus. You could also ask those groups who reached a decision what they did; for example, how they prioritized different criteria.



**Exercises 1–2** pages 116–117

Possible answers:

problems	project requirements	A	B	C
crowded apartments	must have more space	X	✓	✓
200 workers and 50 families need homes	must accommodate all people	X	X	✓
too far from school and offices	must be closer	✓	✓	X
workers have to move out in one year	must be complete in one year	✓	✓	✓
only £3.8 million to spend	must cost less than £3.8 million	✓	X	X

**Exercise 3** page 118

Answers will vary.

**UNLOCK TEACHER DEVELOPMENT****BE REFLECTIVE**

Think about the following questions:

- ➔ Would any of the solutions in the *Be confident* section (or a combination of the solutions) further develop the teaching of critical thinking in your educational institution?
- ➔ If you answered 'yes' to the question above, is there any way you can make changes within your place of work? Would it be worth speaking to colleagues to share ideas?

**BE COLLABORATIVE**

Your development is more meaningful when it is shared. See page 14 for ideas on how to peer-collaborate. Why not share the ideas you generated in the *Be ready* section, and their outcome?

**PREPARATION FOR SPEAKING****Learning objectives**

- Use contrastive stress to identify problems and suggest solutions
- Recognize fixed phrases for presenting a problem – *The problem is ...*, *The main issue is ...*, *We need to find a way around ...*
- Use phrases to make polite suggestions – *Should we consider ...?* *How about ...?* *Have you thought about ...?* *Why don't we ...?*

- Respond to suggested solutions
- Emphasize a word or idea to signal a problem
- Use phrases to accept or reject solutions – *That's a great idea, but I'm not sure it addresses the problem. We thought that might be an option at first, but now we realize it won't work. I like your thinking. I agree completely.*


**Exercise 1** page 118

- The main issue is that most retailers don't want to do business here.
- The main issue is that most retailers don't want to do business here.
- The main issue is that most retailers don't want to do business here.

**Exercise 2** page 118

a 3 b 1 c 4 d 2

**Optional activity**

 Students work in pairs to take turns to read the sentences from Exercise 1 in a mixed-up order to their partner, who has to listen and provide the correct explanation for the emphasized word.

**Exercise 3** page 119

- We need to find a way around the problem of high prices.
- The problem is that we don't have enough time.
- The main issue is that people don't like our design.
- We need to find a way around the problem of attracting business.
- The main issue is that the building is collapsing.
- The problem is that nobody wants to live in the area.

**Exercise 4** page 120

Answers will vary. Possible answers:

- Could we increase the budget?
- Can I suggest we increase the budget?
- Why don't we increase the budget?
- Should we consider increasing the budget?
- How about increasing the budget?
- Have you thought about increasing the budget?

**Exercise 5** page 120

Answers will vary. Possible answers:

- Can I suggest we reduce the height?
- Why don't we turn the waste ground into a park?
- Should we consider building a rooftop garden?
- How about having more, larger units?
- Have you thought about offering lower rents?

**Exercise 6** page 120

Answers will vary.

**Exercise 7** page 121

1 reject 2 accept 3 accept 4 reject 5 reject  
6 accept

**Exercise 8** page 121

Answers will vary.

## SPEAKING TASK

**Learning objectives**

- Allocate roles for a role play discussion of problems and possible solutions
- Discuss problems with proposed solutions

**Exercises 1–6** pages 121–122

Answers will vary.

## RESEARCH PROJECT

**Create a gallery of architecture for an exhibition.**

Ask groups of students to research different types of 'green' or 'eco' architecture by searching 'green buildings' or 'green architecture', noting down as many features of these buildings as they can. Students could use online tools to share their research.

Each group should then choose a particular building they discovered during their research. Ask them to find out why the building was built and what makes it special. Tell them that the class will be setting up an exhibition to present their building to the public. Students will need to decide how to present the information, who to invite, and how they can make the exhibition interactive for visitors (enable visitors to vote for their favourite building, provide a downloadable audio tour, etc.). They then present their gallery of ideas to the class.

## CLASSROOM APP

**Exercises 1–2**

Answers will vary.

**Exercise 3**

- 1 This building will definitely help the city because it has both retail and residential space.
- 2 Many people are certainly going to need low-income housing in this part of the city.
- 3 Angelino will definitely consider architecture as his major.
- 4 I will probably visit the Guggenheim when I am in New York just to see the building design.
- 5 I'm not going to propose a plan for the school's design competition.
- 6 Maybe I'll focus on modern design because that is more creative.

**Exercise 4**

- 1 obtained 2 transform 3 collapsed 4 sympathetic  
5 concerned 6 existing 7 potential 8 anticipate

**Exercise 5**

Answers will vary.

**Exercise 6**

- 1 Could we import the products for a cheaper price?
- 2 Why don't we ask other architects to submit designs?
- 3 Can I suggest we build a taller building, rather than a wider building, so that we don't use so much space?
- 4 Have you thought about having a town hall meeting to explain everything?
- 5 How about having a fundraiser to make more money for a second building?
- 6 Should we consider different types of parking lots?



UNIT OBJECTIVES	
<b>Watch and listen</b>	Watch and understand a video about a South Korean island aiming for zero emissions.
<b>Listening skills</b>	Understand digressions; understand persuasive techniques.
<b>Critical thinking</b>	Analyze and evaluate problems and solutions.
<b>Grammar</b>	Connect ideas; use the passive voice.
<b>Speaking skills</b>	Ask for input in a discussion; summarize and keep a discussion moving; deal with interruptions and digressions.
<b>Speaking task</b>	Participate in a discussion about an energy problem and possible solutions.
<b>Teacher development</b>	Help your students become better at <b>analyzing and evaluating problems and solutions</b> .

## UNLOCK YOUR KNOWLEDGE

### Background note

The photo shows steam rising from chimneys at a coal-fired power station in West Virginia, the USA. In front of the power station, there are residential houses and cars. Apart from coal, other fuels that are used to produce electricity for our homes include natural gas, nuclear power and natural sources, such as solar, wind and hydropower. Before electricity was discovered, people used candles and oil lamps for lighting. For heating, they burnt wood on fires.

Petroleum is the main source of energy for transportation. Before cars were invented, people used horse-drawn coaches or steam-powered railway trains.

### Lead-in

Tell students to imagine that we live in a world without electricity, where all our electrical appliances have stopped working suddenly and permanently. Students work in small groups to discuss the possible impacts of this change on our lives. You could use these questions to focus their attention:

- 1 What would happen in the first week after this change?
- 2 What would happen in the first year after this change?
- 3 What would happen 20, 50 or 100 years after this change?

When they are ready, ask volunteers from each group to present their ideas to the class.

page 125

Answers will vary.

## WATCH AND LISTEN

### Learning objectives

- Listen and understand main ideas in a video about carbon emissions
- Listen and complete a detailed summary of the ideas in the video
- Make inferences about South Korea and the global environment
- Practise talking about carbon emissions and renewable energy

**Exercises 1–2** page 126

Answers will vary.

**Exercise 3** page 126

**1** F; A country that achieves carbon neutrality will balance its carbon emissions with other actions. **2** T **3** T **4** DNS  
**5** F; Jeju Island plans to have only electric vehicles by 2030. **6** T

**Exercise 4** page 127

**1** emissions **2** neutrality **3** balance **4** trees **5** zero  
**6** 2030 **7** wind **8** solar **9** electric **10** charge

**Exercise 5** page 127

2, 3 and 4 are true.

**Exercise 6** page 127

Answers will vary.

## LISTENING 1

### Learning objectives

- Understand key vocabulary for energy – *capacity, cycle, reservoir*
- Listen and identify main ideas in a radio programme about the island of El Hierro, Spain
- Listen and complete two sets of detailed notes about El Hierro
- Recognize digressions from the main topic
- Listen and understand the use of intonation to communicate attitudes and emotions
- Describe your knowledge of alternative energy sources

### Lead-in

Ask students to imagine living on an island far away from major population areas. What might be some of the challenges of living there? What might be some of the attractions?

#### Exercise 1 page 128

1 element 2 consistent 3 reservoir 4 mainland  
5 cycle 6 network 7 generate 8 capacity

#### Exercise 2 page 129

1 Government 2 Population 3 Area 4 mainland

#### Exercise 3 page 129

Answers will vary.

#### Exercise 4 page 129

1 c 2 a 3 c

#### Exercise 5 page 130

1 seafood restaurant 2 five years 3 Madrid  
4 tough 5 relaxing 6 the sea 7 quiet 8 traffic  
9 banking 10 independent 11 oil 12 40,000  
13 mainland 14 over 1.7 million euros


#### Exercise 6 pages 130–131

1 3,000 2 35 3 turbines 4 11 5 3,500 6 water  
7 dam 8 volcano 9 500,000 10 sea level 11 cycle  
12 hill 13 drinking 14 agriculture 15 seawater  
16 mainland

#### Exercise 7 page 131

1 R 2 D 3 D 4 D 5 D 6 R

### Optional activity

 Ask the class: *How does the reporter help end Pedro's digression and redirect the conversation?*  
Discuss the answer as a whole group.

Answer:

He summarizes what he believes is Pedro's answer to the original question about what is great about El Hierro, and then asks for further information in answer to the same original question.

#### Exercise 8 page 131

1 b 2 c 3 a

#### Exercise 9 page 132

a 2 b 3 c 1

#### Exercise 11 page 132

1 sarcastic 2 surprised 3 encouraging 4 bored  
5 encouraging

#### Exercise 13 page 132

Answers will vary.

## LANGUAGE DEVELOPMENT

### Learning objectives

- Connect ideas using transition words and phrases – *It's a real challenge living here. On the other hand, we all love it. The houses use solar energy. What's more, they have water-recycling systems. Dams can damage habitats, so they have to be planned carefully.*
- Use the passive voice to describe processes – *Energy is generated by wind turbines. The water is pumped up the hill. Different machines are used to convert the energy.*
- Identify the meaning of academic vocabulary for networks and systems – *decline, potential, challenge*

#### Exercise 1 page 133

**giving extra information:** *in addition, moreover, furthermore*

**comparing and contrasting:** *even so, nevertheless*

**explaining a result:** *therefore, and as a result*

#### Exercise 2 page 134


Answers will vary. Possible answers:

- 1 City life is stressful. On the other hand, island life is relaxing.
- 2 The houses use solar electricity. Furthermore, they have water-recycling systems.




- 3 Dams can damage habitats. As a result, they have to be planned carefully.
- 4 The wind blows for 35% of the year. Nevertheless, that isn't enough to provide all of the island's electricity.
- 5 This electric car can go just over 99 kilometres per hour. Moreover, the battery can be charged using solar power.
- 6 The system requires that water moves from a high place to a lower place, so we've placed a water tank on a hill.

### Be flexible

 Elicit other transition words and phrases from students and ask them to state their function. Make a table on the board.

word/phrase	function
besides	addition
whereas	contrast
instead	contrast

 Provide an extra challenge for **more advanced students**. Students work in pairs. Give them a list of possible topics (e.g. *their city, university, a political leader*). The first student makes a statement about it; the second student adds similar or contrasting information, using transition words or phrases. Students should take turns going first or second.

### Exercise 3 page 135

1 P 2 P 3 A 4 P 5 A 6 A

### Exercise 4 page 135

1 is used 2 is created 3 are found 4 be extracted  
5 are caused 6 are drilled 7 is supplied 8 can be used

### Exercise 5 page 135

2 Water is pumped up the hill. 3 Salt is taken out of the seawater. 4 Supplies are transported from the mainland.  
5 In the past, all the power was produced by oil.  
6 Wind turbines are blown by the wind.

### Exercise 6 page 136

1 generation 2 element 3 capacity 4 source  
5 challenge 6 network 7 potential 8 decline

- Listen and understand details
- Identify different types of persuasive technique – challenging a point: *I see your point. Even so, ...*; asking a question: *Don't you think that solar panels are a good idea?*; reassuring: *Trust me when I say ...*
- Synthesize information from a radio programme about the island of El Hierro, Spain, and a chaired meeting about saving energy, in a discussion

### Lead-in

Divide students into two teams and ask them what they do to save energy at home. Teams then share their ideas, and the team with the most unusual ideas wins. Students should keep their lists for the follow-up optional activity.

### Exercise 1 page 136

Answers will vary. Possible answers:

1 computers, lights, photocopiers, printers, coffee machines, heating, air conditioning, etc.

2 turn off screens on computers when not using them, turn off lights when nobody is in a room / at night, turn off heating / air conditioning at weekends, etc.

3 save money, help the environment

### Exercise 2 page 137

1 consumption 2 maintenance 3 experimental  
4 efficient 5 limitations 6 function 7 volume  
8 drawback

### Exercise 3 page 137

1 solar panels (large scale) 2 low-energy 3 natural light  
4 computer screens 5 air conditioning 6 photocopier  
7 water (large-scale)

### Exercise 4 page 138

1 solar panels 2 quickly 3 Cleaning 4 two  
5 air conditioning 6 Maintenance 7 green 8 simple

### Exercise 5 page 138

1 aren't 2 expensive 3 good 4 one 5 low 6 cost

### Exercise 6 page 139

1 b 2 d 3 a 4 e 5 c

### Exercise 7 page 140


1 d 2 c 3 e 4 b 5 a

## LISTENING 2

### Learning objectives

- Understand key vocabulary for saving energy – *consumption, volume, maintenance*
- Listen and complete a set of notes on main ideas in a chaired meeting about saving energy in an office

### Optional activity

 Ask students to take out the lists they wrote of suggestions for saving energy at home (or they can create them here). Students work in pairs to make suggestions and respond to suggestions, using the persuasive techniques from the lesson. For example:

Student 1: *I put a sign above the light switches to remind everyone in my family to turn off the light when they leave a room.*

Student 2: *That's a nice idea, but does anybody pay attention?* (asking a question)

**Exercise 8** page 140

Answers will vary.

## CRITICAL THINKING

### Learning objectives

- Remember solutions to energy-saving problems
- Identify sources of energy wastage at a university or workplace
- Evaluate and rank problems with energy use at a university or workplace
- Propose solutions for each problem you prioritized

## UNLOCK TEACHER DEVELOPMENT

### BE INFORMED

➔ **Analyzing and evaluating problems and solutions** is an important skill for students because: (1) Problem-solution essays/presentations, whereby students are expected to outline a problem and then evaluate possible solutions, are commonly used in many academic subjects; (2) To do this effectively, students need to fully understand the reasons and causes behind a problem; (3) Having done this, students can effectively evaluate the potential solutions, some of which may be large in scale, while others are smaller in scale.

### BE CONFIDENT

➔ Develop this skill for yourself by doing the following activity:

*Look at the following common educational problems.*

- 1 a student consistently fails to do their homework
- 2 the class seems bored whenever you teach critical thinking
- 3 the exam results for your educational institution are very poor

Think about (1) what might be the cause of these problems, and (2) what the possible solutions are. Create a table like the one below and fill in the causes and solutions.

problems	1	2	3
causes			
possible solutions			

For each case, identify what you think is the best possible solution.

### Lead-in

Give students a minute to read the speaking task they will do at the end of the unit and keep it in mind as they do the next exercises. Ask them to consider in groups whether their ideas for saving energy at home work equally well for this project. Ask them to keep a list of the ideas they think would be useful in the workplace or at a university.

## UNLOCK TEACHER DEVELOPMENT

### BE READY

Look at the Critical Thinking section in the Student's Book on pages 141–142.

➔ Which elements of the lesson do you think your students will find easiest / most difficult / most useful? Why?

➔ Are your answers true for all students in your class?

➔ How can you adapt your teaching or the material to meet your students' needs?

### BE FLEXIBLE

In Exercise 4, consider trying to link the learning to the students' lives, particularly in terms of small-scale solutions to energy use problems. Get them to reflect on whether there are things they could do in their own lives which would have an impact.

**Exercise 1** page 141

solar panels, low-energy light bulbs, clean dirty windows, turn off computer screens, turn off air conditioning; get rid of one photocopier, solar water-heating system

**large-scale solutions:** solar panels and solar water-heating system



## Exercises 2–4 pages 141–142

Answers will vary.

### UNLOCK TEACHER DEVELOPMENT

#### BE REFLECTIVE

Think about the following questions:


→ Can you share your answers from the *Be confident* section with a colleague, either in person or electronically? Were they similar or different? Is there anything practical you could do with the solutions you generated?

→ Were students successfully able to distinguish between large- and small-scale solutions? Did you get the feeling that they believed they could make a difference to energy use through personal action? Hopefully one of the key things students learn through developing their critical thinking skills is that how they think and what they do matters.

#### BE COLLABORATIVE

Your development is more meaningful when it is shared. See page 14 for ideas on how to peer-collaborate. Why not share the ideas you generated in the *Be ready* section, and their outcome?

### Optional activity

 Ask students to look back at the script from Listening 2 in Unit 5, on pages 211–212. Put students in groups and take the roles of John, Maria, Tom and Jamal. However, they should not just read the script. They should add expressions from the Skills box on page 142. Since Tom and Jamal called the meeting, one or both of them should chair the meeting and be responsible for keeping the meeting moving. The others can ask for input and summarize.

#### Exercise 4 page 143

Answers will vary. Possible answers:

- 1 Could you please wait until I've finished speaking?
- 2 Would you mind explaining what you mean?
- 3 Sorry, that isn't really what we're talking about.
- 4 Sorry, but would you mind waiting until Tom finishes speaking?

#### Exercise 5 page 143

3 A 4 N 5 N 6 A

#### Exercise 6 page 143

Answers will vary.

## PREPARATION FOR SPEAKING

### Learning objectives

- Use phrases for keeping a discussion moving to complete a dialogue – *What do you think? We'd better move on to the next point. Does anybody have anything to add?*
- Rephrase ways to deal with interruptions and digressions more politely – *Excuse me, but I'd just like to finish this point. Could you possibly give me one more minute? Would you mind if I finish this last point?*
- Use a neutral tone of voice to avoid sounding challenging or argumentative

#### Exercise 1 page 142

1 b 2 a 3 c

#### Exercises 2–3 page 142

1 c 2 a 3 b

## SPEAKING TASK

### Learning objectives

- Understand an agenda to have a meeting about how energy can be saved in a place of work or study
- Prepare for a meeting by reviewing your table of problems and solutions and adding new ideas
- Allocate roles for your meeting by dividing up the agenda points
- Role play a meeting about how energy can be saved in a place of work or study
- Evaluate your solutions and any conclusions you reached

#### Exercises 1–6 page 144

Answers will vary.

## RESEARCH PROJECT

### Write a blog about saving energy.

Ask students to research different ways energy is wasted (e.g. by not turning off lights). Then ask them to answer the following questions: *How is my learning environment wasting energy? What can I do to help reduce this?* Use online tools to list the problems and to come up with solutions.

Students each create a week-long blog in which they record what they have done to save energy every day. Students could follow each other's blogs and vote for the best energy-saving student at the end of the week.

## CLASSROOM APP

### Exercise 1

Answers will vary.

### Exercise 2

1 Nevertheless 2 What's more 3 Therefore 4 Moreover  
5 Even so 6 so

### Exercise 3

1 is generated 2 suggested 3 was sent 4 are caused  
5 can save 6 were considered

### Exercise 4

1 drawback 2 network 3 generate 4 efficient  
5 volume 6 element 7 capacity 8 functions

### Exercise 5

Answers will vary.

### Exercise 6

1 Asking for input 2 Summarizing 3 Keeping a discussion moving 4 Dealing with interruptions or digressions 5 Dealing with interruptions or digressions 6 Keeping a discussion moving 7 Summarizing 8 Asking for input



## UNIT OBJECTIVES

<b>Watch and listen</b>	Watch and understand a video about the African contemporary art market.
<b>Listening skills</b>	Infer opinions; distinguish fact from opinion.
<b>Critical thinking</b>	Use debate statements and responses; prepare for a debate.
<b>Grammar</b>	Use relative clauses.
<b>Speaking skills</b>	Express contrasting opinions; restate somebody's point; use language for hedging.
<b>Speaking task</b>	Participate in an informal debate.
<b>Teacher development</b>	Help your students become better at <b>using debate statements and responses</b> and <b>preparing for a debate</b> .

## UNLOCK YOUR KNOWLEDGE

## Background note

The photo shows a temporary art installation called *Runway*. The installation was initially displayed in March 2017 on California's waterfront in Santa Barbara, the USA. The design won a competition run by the Museum of Contemporary Art Santa Barbara. It was created by Molly Hunker and Greg Corso, artists who are part of a New York group called SPORTS. The sculpture is constructed of three structures made of very thin steel rods and is painted blue, yellow and pink.

## Lead-in

Before the lesson, search the internet for images of works of art. Use search terms such as *painting*, *modern art* or *sculpture*. Print out a range of images and stick them up around the classroom. Keep a record of where you found each picture, so that you can tell students who the artist is, if they want to know.

Tell students to walk around the classroom and look at the pictures as if they were in a gallery. When everybody has had a chance to look at the pictures, ask volunteers to say which images they liked best, and explain why they liked them. As a follow-up, you could hold a class vote to decide on their favourite picture.

page 147

Answers will vary.

## WATCH AND LISTEN

## Learning objectives

- Listen and understand main ideas in a video about African art

- Complete a detailed summary of the ideas in the video
- Make inferences about the art and artists in the video
- Practise talking about art

## Exercises 1–2 page 148

Answers will vary.

## Exercise 3 pages 148–149

1 a 2 c 3 a

## Exercise 4 page 149

1 contemporary 2 collectors 3 demand 4 an auction  
5 media 6 discarded

## Exercises 5–6 page 149

Answers will vary.

## LISTENING 1

## Learning objectives

- Understand key vocabulary for street art – *vandalism*, *self-expression*, *composition*
- Listen and identify main ideas and opinions in a radio report about graffiti
- Listen and take detailed notes on opinions
- Make inferences about who made particular statements of opinion
- Understand the connotations of words used to describe street art
- Make inferences about opinions based on the connotations of their language
- Use correct stress when it varies on different members of word families – *de-co-rate* > *de-co-ra-tion*; *ar-tist* > *ar-tis-tic*
- Express personal opinions on street art


## Lead-in

Either print out images or display digital images by famous street artists. (Possible candidates include: Roa, Vhils, c215, Eduardo Kobra, Shepard Fairey, Iheart, Collin van der Sluijs.) Be sure that the images are not too controversial or inappropriate for your students. Ask: *Are these images art? How do they compare to the images in museums?* (Or if you have used the unit Lead-in activity, use those for comparison.)

### Exercise 1 page 150

**a** identity **b** right **c** vandalism **d** self-expression  
**e** comment **f** composition **g** creativity **h** criticism

## Be flexible

 Students work in pairs to write a paragraph using all eight words in bold from Exercise 1, using dictionaries if necessary. When they are ready, ask volunteers to read their paragraphs to the class.

Fitting all eight words into one paragraph may be too challenging for **lower-level students**. To reduce the level of challenge, ask them to choose just five words or to write individual sentences for each of the eight words.

### Exercise 2 page 151

*Answers will vary.*

### Exercise 3 page 151

**1** c **2** a **3** a yes **b** no **c** yes **d** yes **e** yes

### Exercise 4 page 151

*Answers will vary. Possible answers:*

**Alex:** interesting to look at; distinctive style; decorates the area

**office worker:** no right to spray paint their message; art is in a gallery

**police officer:** creative; expressive; should get permission

**Simone:** expressive; colour and composition work well; could make a lot of money

**Joseph:** wishes he'd done it; good way of expressing ideas; communicates a message

### Exercise 5 page 152

**a** 3 **b** 2 **c** 1 **d** 2 **e** 4 **f** 1 **g** 5 **h** 5 **i** 4 **j** 3

### Exercise 6 page 152

*Answers will vary.*

### Exercise 7 page 152

**1** this artist; very creative; a piece of art; artistic, expressive; artwork

**2** vandalism; the area's mystery graffiti artist; our illegal painter; this piece of vandalism

**3** *Answers will vary. Possible answer:* The police officer seems to like the painting more. The police officer's personal and professional opinions are different. The reporter should be neutral but seems to dislike the graffiti.

### Exercise 8 page 153

**3** com-mu-ni-cate, com-mu-ni-ca-tion

**4** cre-ate, cre-a-tion

**5** ex-hib-it, ex-hi-bi-tion

**6** re-com-mend, re-com-men-da-tion

**7** ac-tiv-i-ty, ac-tive

**8** ar-tist, ar-tis-tic

### Exercises 9–10 page 153

*Answers will vary.*

## LANGUAGE DEVELOPMENT

### Learning objectives

- Use the correct relative pronouns in relative clauses to provide information about a noun – *Art that is painted illegally on city buildings is called graffiti. Graffiti, which is often painted on city buildings without permission, is a big topic of debate right now. The person who painted the graffiti is very creative.*
- Differentiate between defining and non-defining relative clauses
- Use defining and non-defining relative clauses to write sentences about art

### Exercise 1 page 154

**1** who; Ray Noland **2** whose; The people

**3** where; The museum **4** when; Mondays

### Exercise 2 page 155

**2** ND: The painting includes the figure of Marianne, who represents the victory of the French Republic over the monarchy.

**3** D: The painting that Botticelli painted on the walls of the Tuscan Villa Lemmi is located in the same room as Luini's *Adoration of the Magi*.

**4** ND: Marianne, whose image appears on small stamps and euro coins, is also depicted as a statue at the Place de la République in Paris.

**5** D: People who visit the Louvre can use cameras and video recorders, but not flash photography.

**6** D: The Louvre is the museum where The Da Vinci Code was filmed.




### Exercise 3 page 155

Answers will vary. Suggested answers:

**2** The Prado museum, which is located in Madrid, displays a collection of paintings by El Greco. **3** I like art which/that is bright and colourful. **4** *The Mona Lisa*, which Da Vinci painted around 1503, hangs in the Louvre. **5** Pieces of art which/that are famous are expensive to buy.

#### Be flexible

 This activity is a bit of a trap, but will help students remember the difference between the two types of clauses. Ask them to work in pairs to write defining and non-defining relative clauses about each of the following nouns and noun phrases. Some students should discover that the proper nouns will not permit defining relative clauses.

- street art
- modern art
- Pablo Picasso
- the Louvre Museum
- artists

Have **stronger students** read their sentences aloud, using the correct intonation for each clause type.

### Exercise 4 page 156

Answers will vary.

## LISTENING 2

#### Learning objectives

- Understand key vocabulary for art – *analyze, appreciate, display*
- Listen and take detailed notes on opinions in an informal debate about public art
- Identify main ideas using your notes
- Listen and complete a set of detailed notes
- Distinguish facts presented in the debate from opinions
- Synthesize information from a radio report about graffiti and an informal debate about public art in a discussion

#### Lead-in

Ask students to discuss the function of public art. Start by saying that we all know about art in museums, but what about art in public spaces, such as plazas, in front of government buildings, on university campuses, or even in hotels or shopping centres? What is the purpose of this kind of art? Does it in some way help the people who see it? Does it have an economic purpose? Tell students to take notes and keep them, as they may be useful for the final project.

### Exercise 1 page 156

**1** appreciate **2** analyze **3** focus on **4** display  
**5** interpret **6** reject **7** restore **8** reveal

### Exercise 2 page 156

Answers will vary.

### Exercise 3 page 157

Answers will vary. Possible answers:

**Robert:** they need to find out how much new art would cost; thinks Sandra is right; they need to do more research

**Bilal:** not really sure that paying for art is an appropriate way to spend public money; the art doesn't really benefit the city's population; more people would use and benefit from a leisure centre; public art is a waste of money

**Ahmad:** art is an important part of any culture; art can help make us proud of our city; people enjoy looking at it; the location of the artwork rather than the artwork itself is the problem; moving it might solve the vandalism problem; children need to see art in public places; balance investment in leisure activities and public art

**Azra:** art can have a very positive effect on people

**Sandra:** not sure a leisure centre would be popular enough; consider moving the sculpture; could be a tourist attraction

**Claudia:** public safety issue; artwork really is causing more problems than it's worth

### Exercise 4 page 157

Tick: 1, 3, 5, 6, 8

### Exercise 5 page 158

Suggested answers:

- 1** how much new art will cost
- 2** analyze the pieces we have
- 3** gather data and opinions
- 4** a survey
- 5** climb on it and write graffiti on it
- 6** the location
- 7** a different location
- 8** choose / determine a new project
- 9** see art in public places
- 10** explore options

### Exercise 6 page 159

**1 F 2 O 3 F 4 F 5 O 6 O 7 F 8 O**

#### Optional activity

 Students return to Listening 1 and identify expressions of fact and of opinion in the script.

### Exercises 7–8 page 159

Answers will vary.

## CRITICAL THINKING

### Learning objectives

- Understand the function of different statements in debates
- Create two lists of reasons to support different sides of an argument about how to spend public money
- Evaluate arguments in order to choose a position
- Develop support for your arguments
- Research facts and examples to counter opposing points of view

## UNLOCK TEACHER DEVELOPMENT

### BE INFORMED

→ **Using debate statements and responses and preparing for a debate** are important skills for students because: (1) Although students may not participate in debates on a frequent basis either academically or in real life, the core skills needed to do well in them are extremely useful for effective speaking and argument; (2) An example of one such skill is to research reasons and evidence, which not only support your own position, but also the opposing positions; (3) It helps to develop the skill of preparing quality notes before speaking in public, which is also ideal preparation for giving presentations.

### BE CONFIDENT

→ Develop these skills for yourself by doing the following activity:

*Think of reasons to support each of the statements below. Write a maximum of four reasons for each statement in the T-chart.*

critical thinking should be taught as a standalone subject	critical thinking should be taught as an integrated component of ELT

*Look at what you wrote in the T-chart. Decide which statement and reasons you agree with most.*

### Lead-in

Give students a minute to read the speaking task they will do at the end of the unit and keep it in mind as they do the next exercises. Ask them to review their notes from the Lead-in activity for Listening 2 (or, if they have not done it, have them complete it now) and to brainstorm the *value* of the functions they listed. Tell them to keep their brainstorming notes for later, when they begin to prepare for their debates.

## UNLOCK TEACHER DEVELOPMENT

### BE READY

Look at the Critical Thinking section in the Student's Book on pages 160–161.

- Which elements of the lesson do you think your students will find easiest / most difficult / most useful? Why?
- Are your answers true for all students in your class?
- How can you adapt your teaching or the material to meet your students' needs?

### BE FLEXIBLE

If you have time, an interesting additional activity you could do after Exercise 5 would be for students to repeat Exercises 3–5, but this time they should focus on the statement they do not agree with. Doing this will help them see the argument from the other side.

**Exercise 1** page 160

**1 a 2 b 3 d 4 c**

**Exercises 2–5** page 161

*Answers will vary.*

## UNLOCK TEACHER DEVELOPMENT

### BE REFLECTIVE

Think about the following questions:

- Look back at the reasons you wrote in the *Be confident* section. Which of the statements and reasons do you agree with the most? Why? Do your colleagues have the same opinion?
- How much experience had your students had of debating beforehand? Was this a new skill for them, or had they done it before? What influence did this have on how well they could perform?

### BE COLLABORATIVE

Your development is more meaningful when it is shared. See page 14 for ideas on how to peer-collaborate. Why not share the ideas you generated in the *Be ready* section, and their outcome?



## PREPARATION FOR SPEAKING

### Learning objectives

- Use phrases to express contrasting opinions – *We take it for granted that ...*, *However, ...*, *People tend to believe (that) ...*, *Nevertheless, ...*, *It seems like ...*, *In reality, ...*
- Argue against points by restating them
- Clarify points by restating them
- Make points politely using hedging language – *I'm not an expert, but ...*, *For me, ...*, *Personally, I'm not really sure ...*
- Respond to points politely using hedging language – *I see what you're saying, but maybe ...*, *You may be right, but I wonder if ...*, *You could say that. However, ...*
- Use correct stress in hedging language to acknowledge other opinions

### Exercise 1 page 162

1 The speaker thinks it's an artistic piece of work.

2 This looks like 3 but, in fact

### Exercise 3 page 163

1 Many people think that public art has no long-term cost. However, cleaning and maintenance need to be considered.

2 It seems like the new sculpture is very popular, but actually a thousand people have signed a petition to have it removed.

3 It looks like the government wasted a lot of money on the sculpture. The fact of the matter is it was donated to the city.

### Exercise 4 page 163

1 Y 2 N 3 N 4 Y

### Exercises 5–6 page 164

Answers will vary.

### Exercise 7 page 165

Answers will vary. Suggested answers:

2 I'm not an expert, but ... 3 All I know is, ... 4 For me, ...

5 You could say that; however, actually ... 6 That's true in part, but I think ... 7 You may be right, but I wonder if ...

8 I see what you're saying, but maybe ...

### Exercise 8 page 165

Answers will vary.

## SPEAKING TASK

### Learning objectives

- Prepare to take part in an informal debate by evaluating your arguments and choosing those you will use
- Prepare to take part in an informal debate by considering how to address alternative arguments
- Take part in an informal debate about whether public money should be spent on public art

### Exercises 1–5 pages 165–166

Answers will vary.

## RESEARCH PROJECT

### Create a TV programme discussing art and opinion.

Divide the class into groups. Ask each group to search for works by a famous artist and to decide on one they all like. Tell them to write some background notes on the artist and then develop a brief critique of the work. Critiques usually have four steps: (1) Describe it. Tell somebody who cannot see it what it looks like. (2) Analyze it. How does the artist use colour, lines and shapes, composition and texture? (3) Interpret it. What do you think the artist wanted to say with this piece? What is your response to it? How does it make you feel? What does it remind you of? (4) Evaluate it. This does *not* mean saying the piece is good or bad. Instead, say why you think it is or is not successful. Does it express the message that the artist intended?

Each group's critique will then contribute to a script for an 'Art Critic' TV programme, which students will produce as a class. The resulting video can then be uploaded to a video-sharing website.

## CLASSROOM APP

### Exercises 1–2

*Answers will vary.*

### Exercise 3

1 who 2 which 3 when 4 where 5 whose  
6 which 7 which 8 who

### Exercise 4

1 criticism 2 display 3 restore 4 self-expression  
5 appreciate 6 focus on 7 reject 8 reveal

### Exercise 5A

1 Restating an opposing opinion 2 Disagreeing  
3 Hedging 4 Hedging 5 Introducing an opposing opinion  
6 Disagreeing

### Exercise 5B

1 In other words, galleries should be free?  
2 They might want to focus on other subjects, like science.  
3 At first, it looks as if  
4 I see what you're saying, but maybe  
5 So what you're saying is that



## UNIT OBJECTIVES

<b>Watch and listen</b>	Watch and understand a video about a Japanese woman who designed a mobile app at the age of 82.
<b>Listening skill</b>	Understand specific observations and generalizations.
<b>Critical thinking</b>	Analyze and use data from a line graph.
<b>Grammar</b>	Use verbs with infinitives or gerunds.
<b>Speaking skills</b>	Reference data in a presentation; explain details and trends in a graph; explain causes and effects.
<b>Speaking task</b>	Give a presentation using graphical data.
<b>Teacher development</b>	Help your students become better at <b>analyzing and using data from a line graph</b> .

## UNLOCK YOUR KNOWLEDGE

## Background note

The photo shows women in their 70s practising taekwondo at a local gym in Incheon, South Korea. Taekwondo is a Korean martial art that uses a lot of jump kicks and punches. Because it involves physical contact, it may not always be recommended for older people. Some other things that many people are not able to do as they get older are driving a car, climbing stairs, physical work and extreme sport. Some of the things that people might be able to do when they are older are travelling, spending more time on hobbies and interests, going to the theatre and restaurants, and spending more time with friends and family.

## Lead-in

Write the following discussion topic and questions on the board:

*Some experts believe that the first person who will live to 200 years old is already alive now. How could this be possible? Would you like to be that person? Why / Why not?*

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

page 169

Answers will vary.

## WATCH AND LISTEN

## Learning objectives

- Listen and understand main ideas in a video about an elderly coder
- Complete a detailed summary of the ideas in the video
- Identify inferences which can be made from the information in the video
- Practise talking about ageing

## Exercises 1–2 page 170

Answers will vary.

## Exercise 3 page 171

- 1** F; Wakamiya worked in banking before she retired.  
**2** F; She had never used a computer before she retired.  
**3** T **4** T **5** F; Wakamiya's app uses figures from traditional Japanese culture.

## Exercise 4 page 171

- 1** sixty **2** her elderly mother **3** bought a computer  
**4** designed for young people **5** weren't interested  
**6** design her own app **7** the Japanese festival Hinamatsuri **8** an app developers' conference

## Exercise 5 page 171

- 1** She was a banker before it was common for women in Japan to have such jobs. / Over the next 20 years, she taught herself about computers and the internet. / So, she did what she had always done: she did it herself.  
**2** She contacted app designers and asked them to develop games for older users, but nobody was interested. **4** Tim Cook, the head of Apple, heard about Wakamiya and her app. Calling her work 'inspiring', he invited her to an app developers' conference.  
**3** and **5** cannot be inferred.

## Exercise 6 page 171

Answers will vary.

## LISTENING 1

### Learning objectives

- Understand key vocabulary for retirement finances – *asset*, *dependent*, *ensure*
- Listen and identify main ideas in a finance podcast
- Listen and complete a set of detailed notes with numbers and percentages
- Differentiate between specific and general observations
- Identify various types of elision and intrusion in native speaker connected speech
- Express personal opinions on generational finances

### Background note

There are two main types of property: *personal property* (physical things such as cars, furniture and electrical appliances) and *real property* (buildings and land). In business contexts, the term *property* is often used with this second meaning (e.g. a property developer buys and sells real property, not personal property).

A person or company's *assets* include his/her/its personal and real property, as well as money and other non-physical assets, such as share certificates and intellectual property. The opposite of *assets* is *liabilities*, which is everything that a person or company owes to others.

### Lead-in

Students think of an older person (65+) they know. Each student briefly describes the person to the class. Is she/he active? Still working? If so, why? If not, how does she/he spend her/his time? If you have a homogeneous group of students (all from the same country), as a class, develop a profile of older people. (This can help with the instruction on generalizations later.) If you have students from many different countries, they can compare and contrast these specific examples. (This can help with the instruction on specific observations later.)

#### Exercise 1 page 172

Answers will vary.

#### Exercise 2 page 172

1 retirement 2 generations 3 permit 4 dependents  
5 ensure 6 pension 7 property 8 assets

#### Exercise 3 page 173


Tick: 1, 3, 5, 6, 7

#### Exercise 4 page 173

1 500 billion 2 60 3 26 4 65 5 500,000

6  $\frac{2}{3}$  / two-thirds 7 18

### Optional activity

 Write the following phrases from the listening on the board. Students work in pairs to discuss what the underlined words and phrases mean. When they are ready, discuss the answers with the class.

1 They're spending it on meals out.

2 I think we've earned it.

3 We babysit our grandchildren regularly.

4 We might as well enjoy life.

5 We've done our part as parents.

#### Exercise 5 page 174

3 S 4 S 5 G 6 S 7 G 8 G

#### Exercise 6 page 175

1 dropped /d/ 2 vowels joined with /w/ 3 dropped /d/

4 vowels joined with /w/ 5 vowels joined with /j/

6 dropped /t/ 7 dropped /d/

#### Exercise 8 page 175

Answers will vary.

## LANGUAGE DEVELOPMENT

### Learning objectives

- Choose the correct verb form to use after particular verbs including those with indirect objects – *We'll consider travelling after retirement. Our savings allow us to do what we want to do. We want him to agree with our plans.*
- Use academic verbs for support and assistance to complete sentences about the ageing population – *permit, devote (oneself) to, cooperate*

#### Exercise 1 pages 177

1 to visit 2 going 3 to meet 4 to babysit 5 working

6 gardening 7 to save 8 playing

#### Exercise 2 page 177

1 We always advise our daughters to enjoy life.

2 We want to encourage other people to retire early.



- 3** We managed to save enough money when we were working.
- 4** Our friends recommend spending our savings on a holiday.
- 5** We refuse to spend our retirement at home.
- 6** I won't force my children to look after me.
- 7** We do not need to delay retiring, because we saved a lot of money when we were working.
- 8** The financial adviser wants you to work until you are 65 years old.

### Exercise 3 page 178

Answers will vary. Suggested answers:

- 2** Trina considered moving to a new city. **3** Her financial consultant advised her to change her pension plan.
- 4** We would never threaten to leave our children without any inheritance.

### Exercise 4 page 178

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

### Exercise 5 page 178

- 1** cooperate **2** permit **3** ensure **4** contribute **5** assist  
**6** indicate **7** devote **8** participate

### Be flexible



Students work alone to write the nouns derived from the academic verbs in Exercise 5. They check in pairs and feed back. Note that there is no noun derived from the verb *ensure*.

Ask **stronger students** to write sentences with the noun forms they have written, then compare sentences.

## LISTENING 2

### Learning objectives

- Understand key vocabulary for discussing the elderly – *ancestors, contribute, institution*
- Create a T-chart to organize notes on main ideas in two student presentations on ageing in different countries
- Listen and take notes on main ideas and details in T-charts
- Evaluate whether ideas presented by speakers are causes or effects
- Synthesize information from a finance podcast and two student presentations on ageing in different countries in a discussion

### Lead-in

Students work in pairs to describe their grandparents' living situation. Do/Did they live on their own? With their children or other family? In a care home? If you have a homogeneous class (all from the same country), ask them to make generalizations about the living situations of the elderly. If you have students from many different countries, ask students if it is possible to make generalizations about their country from their specific examples.

### Exercise 1 page 179

**1 b 2 a 3 b 4 c 5 c 6 b 7 a 8 c**

### Exercises 2–3 page 180

Answers will vary.

### Exercise 4 page 180

Answers will vary. Possible answers:

#### Mika, Japan

Importance of family: – extended family not so important

Figures explaining how population is changing:

- highest life expectancy in the world
- low fertility rate
- people wait longer to get married
- fewer young people to care for elderly
- more care centres

Solution: – government has citizens pay income tax to help elderly

#### Ahmet, Turkey

Most households have elderly people living in them.

Drawbacks: – caregivers and old people aren't free to do what they like

- older people don't like how things are done
- living closely together causes tensions

Benefits: – older people help with domestic jobs and childcare

- older people have a sense of responsibility

Challenge: – elderly population is growing

Solution: – continue caring for elderly at home

### Exercise 5 page 180


**1** Mika: Japan; Ahmet: Turkey **2** Mika **3** Ahmet

**4 Mika:** importance of family in her country, how population is changing with fewer young people and how government is helping by making citizens pay a tax;  
**Ahmet:** drawbacks and benefits of older people living in households with younger people, challenges of the situation and possible solutions

## Exercise 6 page 181

	Mika	Ahmet
country	Japan	Turkey
population today	127 million	81 million
% 65 or older today	26%	6%
% of households with older people	no information	80%
expected population in 2050	99 million	92 million
expected % 65 or older in 2050	35%	20%

### Optional activity

 In small groups, students try to reproduce how the graph that Ahmet refers to might look. (A line graph that supports Mika's presentation appears on page 182. Don't point it out to the class but if they see it, it's not a problem; Ahmet's data is slightly different anyway.) It could be a line graph or a bar graph, or even two pie charts. Ask students why they chose a specific graph type and if others might work equally well. Ask them to show a rough sketch of their graph(s).

## Exercise 7 page 181

1 E 2 C 3 E 4 C 5 E 6 E

## Exercise 8 page 181

Answers will vary.

## CRITICAL THINKING

### Learning objectives

- Analyze data in line graphs about ageing populations
- Use data in line graphs to make predictions
- Evaluate the implications of your predictions
- Relate additional information to the features of line graphs

## UNLOCK TEACHER DEVELOPMENT

### BE INFORMED

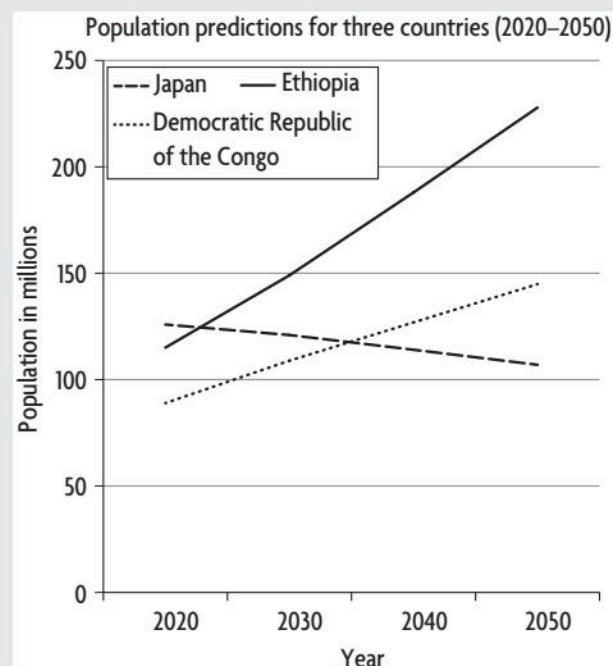
→ **Analyzing and using data from a line graph** is an important skill for students because: (1) When giving a presentation, students can use graphs to present a substantial amount of information in a clear and concise way; (2) It makes students think about graphs more clearly, rather than simply inserting them into

their presentations without thinking about their use or how to fully exploit them; (3) Students need to know how to analyze and explain graphs effectively in order to support their arguments.

### BE CONFIDENT

→ Develop this skill for yourself by doing the following activity:

Look at the line graph below. What three key features of this line graph would you talk about in a presentation?



### Lead-in

Give students a minute to read the speaking task they will do at the end of the unit and keep it in mind as they do the next exercises. Ask them to brainstorm their own country in groups for a few minutes. Do they think the population is ageing? As quickly as in Japan\*? Tell them to keep their brainstorming notes for later, when they begin to develop their presentation.

\*If your class is in Japan, as an alternative, ask students to brainstorm how this trend might affect them personally. If your class is in Turkey, ask them if they think the current trend is likely to continue and why.



## UNLOCK TEACHER DEVELOPMENT

### BE READY

Look at the Critical Thinking section in the Student's Book on pages 182–184.

- ➔ Which elements of the lesson do you think your students will find easiest / most difficult / most useful? Why?
- ➔ Are your answers true for all students in your class?
- ➔ How can you adapt your teaching or the material to meet your students' needs?

### BE FLEXIBLE

After doing Exercise 2 by themselves, you could introduce an optional stage where the students compare their predictions. You could even put students into groups of two to three, and tell them that they have to agree on a set of three predictions.

#### Exercise 1 page 182

- 1** approximately 29 million    **2** approximately 17 million  
**3** approximately 24 million    **4** ages 15 to 64  
**5** people 14 and under

#### Exercise 2 page 183

*Answers will vary. Possible answers:*

- 1** The 0–14 population will continue to decline.  
**2** The 15–64 population will also decline more.  
**3** The over-65 population will decrease, but more slowly.

#### Exercise 3 page 183

*Answers will vary. Possible answers:*

There will be fewer working people to pay taxes and to look after older people, and more older people who need healthcare and pensions. The government will need to increase spending on these areas but will have less tax money to fund it.

#### Exercise 4 page 183

**1** *Answers will vary. Possible answers:*

**Country A:** Increasing total population then falling slightly; Increasing over-65 population

**Country B:** Decreasing total population; Rising and then falling over-65 population

**Country C:** Increasing total population; Fairly steady over-65 population

**2** *Answers will vary.*

#### Exercises 5–6 page 184

*Answers will vary.*

## UNLOCK TEACHER DEVELOPMENT

### BE REFLECTIVE

Think about the following questions:

- ➔ How did you feel about doing the activity in the *Be confident* section? Were you easily able to identify the main points you would talk about, or did you find it challenging?
- ➔ Overall, how did you feel about how you taught critical thinking for this level? If/When you teach it again, would you do anything differently?

### BE COLLABORATIVE

Your development is more meaningful when it is shared. See page 14 for ideas on how to peer-collaborate. Why not share the ideas you generated in the *Be ready* section, and their outcome?

## PREPARATION FOR SPEAKING

### Learning objectives

- Use specific language to explain details and trends in graphs – *The population of over-65s will skyrocket from 4,000 to 24,000 people. You can see that the growth in the population remains steady. The population is predicted to fall slowly.*
- Use fixed phrases to explain cause and effect in sentences about populations – *was brought about by, can be traced back to, was due to*
- Use contrastive stress for emphasizing significant figures when describing trends and statistics

#### Exercise 1 page 185

**1** Z    **2** Y    **3** Y    **4** Z    **5** Y    **6** Z

#### Exercise 2 page 186

*Answers will vary.*

#### Exercise 3 page 186

**1** c o r e    **2** c o r e    **3** a    **4** b    **5** d

#### Exercise 4 page 187

*Answers will vary. Possible answers:*

- 2** A population decrease was brought about by people moving out of the country.    **3** A population increase can be traced back to an increase in people over 65.  
**4** The steady population was due to the high number of people over 65.

### Exercise 5 page 187

2 The population of Country E will be 77 million in 2050. This number is much larger than the figure of 1.4 million for Country D in 2050.

3 By 2050, Country D's population will rise to 1.78 million people. The population for Country E also peaks in 2050 with 9.2 million people.

## SPEAKING TASK

### Learning objectives

- Prepare to give a presentation on how ageing has changed a country's population by reviewing and adding to your notes
- Plan the language you will use in your presentation to describe supporting data and predictions
- Give a presentation on how ageing has changed a country's population over time and the impact this is likely to have on its society in the future

### Exercises 1–5 page 188

Answers will vary.

## RESEARCH PROJECT

### Create an 'infographic' showing the effects of an ageing population.

Divide the class into groups and explain that each group will be responsible for researching one of the effects an ageing population can have on a country. These could include issues related to work, retirement, healthcare, taxation, education and the economy. Each group researches one of these areas, using online tools to share ideas and research.

Using a slideshow app or infographics software (search 'infographics'), each group designs infographics to show and share the information they have found with the rest of the class.

## CLASSROOM APP

### Exercises 1–2

Answers will vary.

### Exercise 3A

- 1 can be followed by an infinitive
- 2 can be followed by either an infinitive or a gerund
- 3 can be followed by a gerund
- 4 can be followed by a gerund
- 5 can be followed by an infinitive
- 6 can be followed by a gerund
- 7 can be followed by either an infinitive or a gerund
- 8 can be followed by an infinitive
- 9 can be followed by either an infinitive or a gerund

### Exercise 3B

- 1 to interview 2 driving 3 working 4 retiring
- 5 to stop 6 moving 7 to travel 8 to save

### Exercise 4

- 1 permit 2 participate 3 devote 4 indicate 5 assets
- 6 pension 7 ensure 8 responsibility

### Exercise 5A

- 1 cause; effect 2 effect; cause 3 cause; effect
- 4 effect; cause

### Exercise 5B

Answers will vary.